

## Stirling Primary School

### Brief description of the school

Stirling Primary School is a Local Authority maintained school with around 330 children on roll from the age of 3 through to 11.

We are a diverse and inclusive school who value all members of our community. We want to give our children a stimulating and exciting education, where all children achieve and gain success. *“Working Together: Embracing the Future”*

### How we identify if your child may need additional help and/or has special educational needs (SEN)

The school tracks progress of children within lessons and across weeks and terms. If we feel that your child may be struggling to make progress we raise this as a concern with SENCO who will then suggest strategies and interventions tailored specifically to the child. This cause for concern is shared and discussed with parents.

After tailored and specific intervention, if a child is still not making progress then advice and support from outside agencies is sought.

Children’s emotional and social well-being is also tracked and any child considered vulnerable or considered to have needs which are impacting negatively upon their learning receive additional support from the pastoral team.

### How we involve parents and carers in meeting the needs of their child and in whole school developments

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### How we will involve your child in the planning and review of their support

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and

reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets(for some pupils with special educational needs)
- monitor their success at achieving the targets on their Individual Education Plan.

### How we match the curriculum, teaching and learning approaches if your child has SEN

- Our SEN support plans will state what the learner is going to learn – not what the teacher is going to teach and Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie. they have a special educational need as defined by the SEN Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered Additional SEN Support (but can be included on a class provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- All children added on SEN support will be given a SEN support plan.
- This will be reviewed in January, April and July and will include an involvement with parents.
- The SEN support plans will be a working document and have a clear plan, do review outline.
- Our approach to the SEN support plans is as follows:
  - Our SEN support plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our SEN support plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
  - Our SEN support plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - Our SEN support plans will be based on informed assessment and will include the input of outside agencies,
  - Our SEN support plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.

- Our SEN support plans will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our SEN support plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our SEN support plans will specify how often the target(s) will be will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an SEN support plans will be arrived at through :
  - Discussion between teacher and SENCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional

Our SEN support plans will be reviewed at least termly by class teachers in consultation with the SENCO.

### How we provide additional support if your child has learning needs

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children’s learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child’s learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

### We support our children to access the curriculum

Our staff teams know the profile of their class and individual needs and learning activities are planned to match children’s learning needs. The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently. Every class in school has a qualified teacher and sometimes a teaching assistant. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available. Classes are well resourced and, for children with additional needs, specialised equipment such as writing slopes, specialist pens and grips or seating can be provided. We will ensure that all staff know and understand the needs of all pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### We support children in English and Maths

Strategies and interventions are in place to support English and Maths. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum. For children with specific learning needs activities include: reinforcement and pre-teaching in small groups, specific programmes

for English (such as ARROW, Talk Boost) and targeted group support in English and Maths.

### **How we provide additional support if your child has social and communication needs**

Teachers make sure their classes have lots of language support and activities. Staff receive training in how children learn to communicate and strategies to support language acquisition and communication needs. We work in partnership with speech and language therapists to plan and deliver support for children with specific difficulties.

### **How we provide additional support if your child has physical, sensory and/or medical needs**

Physiotherapists and Occupational Therapists provide specific advice and guidance for target children. They also provide training for staff. Teaching assistants support teachers in following up any recommendations by providing specific interventions to children either individually or in small groups. Stirling Primary School is single floor building. All of the learning spaces are on one level so are accessible to all. It has adaptations such as disabled access toilets to ensure accessibility for all.

The school and parents can request the school nurse to visit school to carry out checks with children and to provide advice and training to staff. S/he also assists in writing Health and Care plans for children. In school most staff are trained in emergency first aid and we have two higher qualified first aiders. Medicines are locked away safely in the medical room fridge. We are able to administer prescription medicines to children as directed by parents/ carers upon completion of permission documents.

### **How we provide help to support your child's emotional health and well being**

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a „circle of friends“ or „circle time“ involving the whole class. School is able to pass on information regarding counselling services as appropriate. Children requiring additional support have assigned keyworkers and access the pastoral support team.

### **How we promote developing independence**

We recognise the need to promote independence alongside the support that we provide to children. At Stirling Primary School this is done in a number of ways. For example, providing structured support resources, differentiating learning, and scaffolding learning using small steps success criteria and support frames and peer support. Use of a common visual timetable across school and pictorial labels contributes to developing independence. In each class routines are encouraged and embedded so that children are familiar with the school day and the expectations.

### **How we measure and review your child's progress against their targets and longer term outcomes**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets (this will be updated in September to the SEN support plan)
- pupil interviews when formulating individual provision maps.
- pupil progress tracking using assessment data whole-school processes
- monitoring SEN support plans and targets, evaluating the impact the targets on pupils' progress.
- attendance records and liaison with EWO.
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors
- termly SEN report to governors

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently. Staff are being trained in their understanding of communication friendly spaces and the impact the environment has on children with SEND.

Classes are well resourced and, for children with additional needs, specialised equipment such as writing slopes, specialist pens and grips or seating can be provided. We will ensure that all staff know and understand the needs of all pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Classroom layout, and school accessibility, is regularly reviewed to ensure all children have free movement around school.

The pastoral nurture room has been designed to allow children a safe space away from their busy classrooms.

Risk assessments are in place to ensure that hazards are assessed and managed appropriately.

### How we include children with SEND in the life of our school

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- We focus on individual progress as the main indicator of success.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

### External support and expertise we can call upon to help us to meet children's need

Our SENCO's role includes:

- liaising closely with a range of outside agencies to support vulnerable learners
- Seek specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for

money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- Seek specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

#### How we prepare children to join our school

As part of our Early Years transition we; visit children and parents in their home, meet and discuss achievements with Private Nurseries/Child minders if they attend, work closely with outside agencies such as Speech and Language therapists and local Children's Centres and offer children the opportunities to visit our setting prior to starting.

Transition into school, between classes and onto their next school is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc. SENCO coordinators the sharing of information.

#### How we prepare children to move on from our school

##### **Transfer to KS3**

The SENCO's from the local secondary schools are invited to Year 6 reviews to meet with the children and their families. We also liaise closely with the pastoral team.

In the summer term the KS3 SENCO invites all children with SEND and those whom there are concerns re transfer to visit the school for a special transition day. Some children will also attend extra visits to familiarise themselves with the support available, meet staff and support transition.

Transfer forms are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

#### How we deploy our resources to meet the needs of children with SEND

Resources are not fixed to year group and classes. As each child is assessed and reviewed and their needs are highlighted resources are deployed.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as Additional SEN Support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

- Specialist equipment and expertise in relation its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**Contacts for more information**

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**SEND Policies and SEN Information Report link(s):**

<http://www.stirling.doncaster.sch.uk/parents/sen/send-policy>

<http://www.stirling.doncaster.sch.uk/parents/sen/disability-equality-scheme>

<http://www.stirling.doncaster.sch.uk/parents/sen/gender-equality-statement>

<http://www.stirling.doncaster.sch.uk/parents/sen/information-report>