



**STUART ROAD**

**PRIMARY SCHOOL**

*growing every day*

## **Stuart Road SEND Information Report 2023-2024**

Written and reviewed with the support of the SEND governor and friends of Stuart Road Primary



# What does having a Special Educational Need mean?

A child or young person has SEN (Special Educational Needs) 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 mainstream schools or mainstream post-16 institutions. (SEND Code of Practice, 2014)

The four areas of need that the code of practice identifies are –

- Communication and interaction
- Cognition and learning
- Social, emotional, mental health and well being
- Sensory / physical needs

## What is your approach to SEND?



Stuart Road Primary School is part of the Reach South Academy Trust, working alongside 8 other local primary schools within the City of Plymouth and encompassing 18 schools in total. We are continually working together, sharing knowledge and expertise in order to further strengthen our existing skills in supporting children with SEN.

At Stuart Road we aim to promote an ethos of support, co-operation and respect for others in a safe, secure and challenging environment. We value our school community as individuals, encouraging independence and confidence.

We believe that parents and carers are their child's most important educator and we seek to support the whole family, as together we help the child through their next steps in learning.

We are delighted to have achieved the Plymouth Inclusion Charter and the Inclusion Quality Mark in 2022 and 2023. Please follow the link to the [IQM](#).

## 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 initially.

If you continue to be concerned that your child is not making progress, you may speak to the school's SENCo (Mrs. Michelle Riley)

The school SEND Governor, James Humphries, can also be contacted for support.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. This will involve the class teacher and the school's SENCo.

We will always listen to any concerns you may have and share any that we may have. We will plan any additional support your child may need and discuss with you any necessary referrals to outside professionals to support your child.

## 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)
- Writing Individual Education Plans (IEPs), based on the small, achievable steps, sharing and reviewing these with parents in a face-to-face meeting three times a year. If your child does not have an academic difficulty but has a behavioural difficulty, an individual Behaviour Plan (IBP) may be written as above.

- Writing One page profiles – for pupils with an Individual Education Plan (IEP) or on the clear monitoring list.
- Ensuring that the school's SEND Policy (this SEND information report) is followed in their classroom and for all the pupils they teach with any SEND.



### **The SENCo (Michelle Riley) is**

- Responsible for co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Developing and reviewing the school's SEND policy/SEN information Report ensuring that you, as parents/carers, are: involved in supporting your child's learning, kept informed about the support your child is getting involved in reviewing how they are progressing
- 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 Therapist, Educational Psychologist, Play Therapist etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that any 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.

The SENCO will always strive to gain the best outcomes for your child will always be the priority



### **The Head teacher (Britta Nicholls) is**

Responsible for

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

### **The SEN Governor (James Humphries) is**

Responsible :

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Meeting with the SENCO for regular meetings and being part of observations and pupil voice
- Feeding back to Governors

## What training or specialist expertise does your staff have around SEN?

All class teachers are qualified (QTS) and operate *high quality teaching* within every class. The SENCo holds the National Award for Special Educational Needs co-ordination.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEND issues, following a needs led approach.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Stuart Road also has access to Learning Mentors, Play Therapists and Counsellors who can focus support on the social and emotional development of your child. Support is delivered 1:1, paired or in a group as appropriate, either in or out of class.

For your child, this means:

That all Teachers & Teaching Assistants have the highest possible expectations for your child and all pupils in their class. Opportunities to extend their learning are also expected in every lesson.

There are different methods of teaching in place so that your child is fully involved in learning in class.

Other specific strategies (which may have been suggested by the SENCO or outside agencies e.g. Speech & Language Therapist) may be in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child may have a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **Specialist sessions run by outside agencies**

This means a pupil has been identified by the SENCo/Class Teacher as needing some extra specialist support in school from a professional outside the school.

You may be asked to give your permission for the school to refer your child to a specialist professional. The specialist professional would then assess/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.

If there is more than one outside agency supporting your child, it may be difficult to juggle all the information! A Multi-Agency Support meeting may then be called with an outcomes based plan written, to bring

everything together & provide the best outcomes for your child. This may be known as a TAM (Team Around Me) or an EHA (Early Help Assessment)

## **What do I do if my child is still not making sufficient progress through a multi-agency support plan?**

At this point the school may consider a request for an Education, Health and Care Plan. (Previously known as a statement of educational need) This means your child will have been identified by professionals as needing particularly high level of individual or small-group teaching. This type of support is for children with specific barriers to learning that cannot be overcome through High Quality Teaching and targeted intervention. This support is for children whose learning needs are severe, complex and lifelong. All agencies would contribute to a proposal for a EHCP request.

The school or you can request that Local Authority to 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.

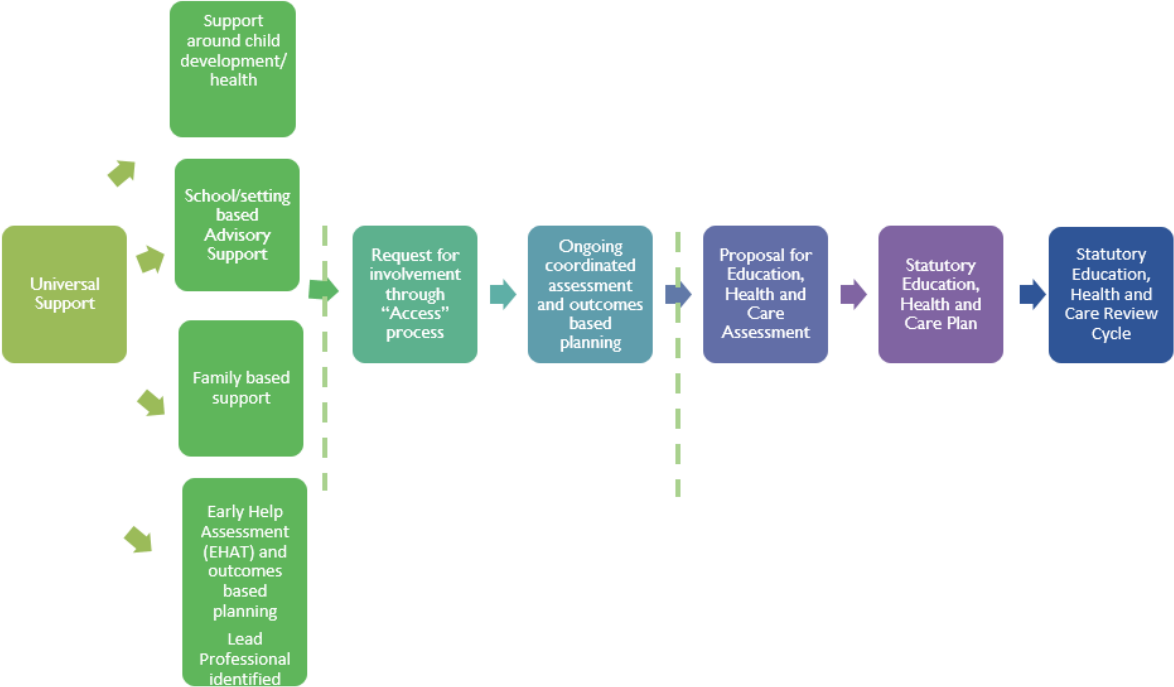
After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).

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 EHC Plan will outline the support that should be used, and what strategies must be put in place. It will also have long- and short-term desired outcomes 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.

# Plymouth’s SEND Pathway for Support



Here at Stuart Road Primary, we aim to deliver EHC plans to the best of our ability. If we feel the school is unable to meet these needs, we will seek advice from specialist settings & outside agencies in order to obtain the best outcomes for your child.



## Where can I find information about the school approach to pupils with SEN?

Talk to us!

Look on our website: [www.stuartroad.org](http://www.stuartroad.org) Read our SEND Information Report.

Contact us: telephone number: 01752 567668 . Speak to your child's teacher, or SENCO

Look at the local authority's local offer. Information about us is available from: Plymouth City Council - [SEND Local Offer - Plymouth Online Directory](#)

Plymouth Information Advice and Support Service - <https://www.plymouthias.org.uk/> or ring PIASS Tel: 01752 258933

Plymouth Online Directory - [www.plymouthonlinedirectory.com/](http://www.plymouthonlinedirectory.com/)

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

The school budget, received from Plymouth 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 SENCo discuss all the information they have about SEND in the school, including:

the children getting extra support already, the children needing extra support, 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 SEN 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



## 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.



Stuart Road Primary Academy take a whole school approach to supporting pupils with SEND. We believe every subject's curriculum should be ambitious for all. All curriculum leads and teachers have high expectations of what SEND pupils can achieve. Stuart Road Primary provides a knowledge rich and skills-based curriculum, which has been carefully planned and shows clear progression. We know every pupil is different and the curriculum is adapted and adopted to meet individual's need, it is never diluted or reduced. The success of our curriculum lies in adapting to all individual needs and considerations provided.

## How does the school assess the pupils especially my child with SEND?

Your child's progress will be continually monitored by their class teacher. Their progress will be reviewed formally with the class teacher and SENCo every term.

Where necessary, children will have a short term targeted intervention outlined on a Support Plan (sometimes known as an IEP) based on targets set by the class teacher (overseen by the SENCo) or by outside agencies which are specific to meet their needs. Targets will be set to

accelerate learning and close any gaps. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made. This will be recorded on their IEP.

The child will also be asked for their thoughts on their progress/efforts that term and this will be recorded on the IEP review section.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with parents & all adults involved with the child's education.

At the end of each key stage (i.e. at the end of Y2 and Y6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the subsequent results are published nationally.

Regular book scrutiny and lesson observations are carried out by the leaders of the school to ensure that the needs of all children are met and appropriate scaffolding is in place and that the quality of teaching and learning is high.

All interventions are monitored to ensure progress is being made.

# What will transition look like for my child?

Transition meetings will be held if your child is starting our school from another setting. The transition support depends on the level of need as shown in the local authority's descriptors below

## Transition Plus 3

Specialist Support for children and young people identified with severe complex, persistent and enduring levels of vulnerability

## Transition Plus 2

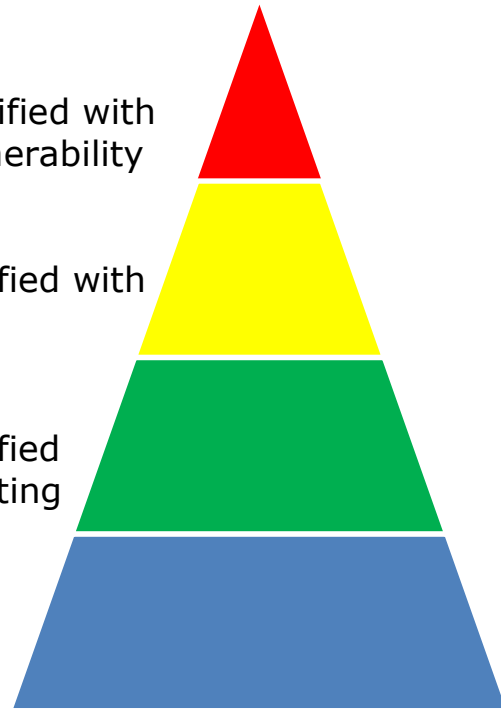
Targeted Support for children and young people identified with moderate levels of vulnerability

## Transition Plus 1

Targeted Support for children and young people identified with mild levels of vulnerability (monitored within existing whole school / setting arrangements)

## Universal Transition

Universal transition arrangements for all children and young people



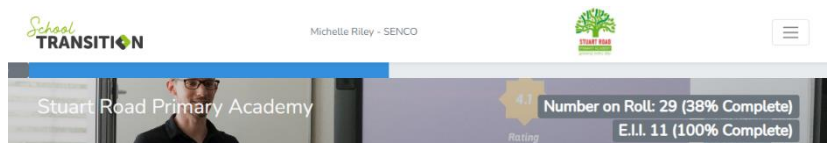
The framework below provides a common language which identifies the child level of vulnerability and the need for enhanced support during transitions throughout their education. The focus is on the Child vulnerability and they may or may not have identified special educational needs and disability (SEND). The transition framework will operate alongside other educational processes such as LAC, child protection and the Early Help / SEND Pathway.

The SENCO will be the designated contact and will coordinate, monitor and cascade information to others.

Admissions of pupils with SEND are in accordance with our admissions policy unless pupils have an EHC plan. This can further support parental choice of school.

## Year 6 - year 7 transition.

All children are entered on the school transition portal.



The receiving school will receive all the information via the portal which is fully secure of GDPR checked.

The SENCO will identify any pupils that we want the secondary school to be aware of as soon as the allocated school is agreed through the Early Identification Indicator with additional information provided.

The SENCO and Year 6 team will meet with all receiving schools and provide an agreed personalised transition plan for each pupil. Most pupils will receive the universal transition offer by the secondary school, whilst others will receive an enhanced transition package, often involving additional visits and meetings with relevant staff.

## **How accessible is Stuart Road Primary to my child with SEND?**

Please refer to our accessibility policy – you will find this under the policies section on the school website.

We ensure where-ever 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.

All extra-curricular activities are accessible for children with SEND.

We do note that the layout of our school can make the floors difficult to access as it is currently not wheelchair friendly. The school building is an old Victorian design with four floors and additional mezzanine floors all separated by concrete steps.

## **What support is available from your school for parents of pupils with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Michelle Riley (the SENCo) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

Aimee Rice (Family Support Worker) is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Individual Education Plans (IEPs) will be shared with you termly

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

Please initially talk to your Class teacher – they know your child best!  
If you still have concerns, speak to the SENCo, or with the Head teacher.  
If you still feel unhappy – please speak to the SEN governor via email to request a meet. Please ask at the office for these contact details.

If you are still unsatisfied with the response, contact the local authority, Plymouth City Council under the SEN department

