

Special Needs Support for your Child at
STOCKTON-ON-THE-FOREST PRIMARY SCHOOL

THE VILLAGE

STOCKTON ON THE FOREST

YORK YO32 9UP

www.stocktonprimary.co.uk



Happy, healthy, learning for life and caring for all.

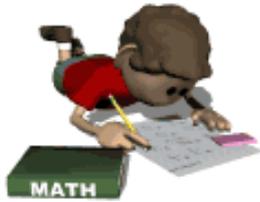


September 2018

At Stockton on the Forest Primary School our job is to help your child achieve the very best they can at school. On Occasions some children may need additional help or support for some or all of their time at school.

This booklet is to inform you of the types of support available for your child at our school. It will help you understand who can help and how the right levels of support may be identified and planned.

Whole School



All pupils in our school receive quality first teaching. This means that teachers plan learning that is well matched to the needs of the children in their class from a broad and rich curriculum. They employ a range of teaching strategies that support all learners to reach their full potential, and take into account the different learning styles of children in the class. This is known by teachers as 'differentiation'. Learning is differentiated to best suit the needs of individual learners.

All of our four classes are supported by teaching assistants. This enables all children in school to access a full range of additional support including social and emotional support, one to one tuition, small group work and targeted catch up programmes where needed.

At Stockton on the Forest Primary school we pride ourselves on our accessibility to parents. The school has an open door policy which means that parents can see staff each morning or arrange to meet with teachers at a mutually convenient date and time.

Parents are informed about their child's progress and targets through reports and meetings throughout the academic year.

How do we identify Special Educational Needs and Disabilities (SEND)?

At Stockton on the Forest Primary School the progress and attainment of all pupils is re-viewed every term by the Head teacher who subsequently meets with teachers to discuss the needs of pupils and adjust provision to meet any additional and identified needs.

If a child is not making progress that is in line with other children of their age, has difficulty in school after receiving additional and adjusted provision, or has an identified high level of difficulty when joining the school, they may be considered to have special educational needs (SEN).

Approximately one in five children will have special educational needs (SEN) at some time during their school career. This means they may have more difficulty than is normally expected with:

- some or all of the work in school
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves



- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults

If assessments and observations of your child indicate that they might have special educational needs you would be invited to meet with your child's class teacher to discuss and plan their additional support including whether it would be beneficial to add your child's name to the school's SEN register.

Fortunately, schools and other agencies can help most children overcome their difficulties in time, but a few children will need extra help for some or all of their time in school.

If you tell us you think your child has a Special Educational Need your child's class teacher will discuss this with you. We will observe your child closely and assess what may be causing difficulty. We will share our findings with you and support you and your child's teacher to make the best provision for your child.

How do we adapt the curriculum so that we meet the needs of our children with SEND?

Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. Because of this they will need extra support or different help during their time in school eg modified tasks, extra time or breaks in formal assessments.

At Stockton on the Forest Primary School all staff are experienced and trained in a variety of approaches to teaching and learning, which means we are able to adapt our teaching to support children with a range of needs including Dyslexia, Autistic Spectrum Condition, Speech, Language and Communication needs and Behavioural, Social and Emotional difficulties as well as Physical and Medical difficulties.

This may involve:

- Differentiated learning planned for your child
- Extra help from a teaching assistant in class.
- Varying the type and length of instructions we give.
- Small group or individual support out of class (intervention)
- Alternative resources such as 'Help packs', ICT access, visual prompts.
- Support to manage own behaviour through sticker charts, Emotional Literacy Support work or an individualised plan.
- Specific targets set for each child.
- Emotional or pastoral support.



What if my child has more complex or severe needs?

Sometimes, if a child's needs are more complex, a multi-agency approach may be used so that there is the opportunity to access support for your child by consulting with a wider range of support services and health professionals.



This approach would be documented through a 'My Support Plan' which enables everyone involved with the family to focus on planning the support that is most appropriate for the child. Input may be sought from any of the different professionals with whom the school works closely:

- School Nurse - to advise on any medical needs and provision, and to help when a care plan is needed.
- Educational Psychologist
- Specialist Teachers and Teaching Assistants
- Speech Therapists
- Primary Mental Health Workers

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment.

From September 2014, children who have significant levels of need undergo an Education Health and Care (EHC) Assessment which may lead to an Education and Health Care Plan instead of a Statement. This assessment looks closely at the levels of support required for a child and takes into account the opinions of a number of agencies. Upon assessment it may be decided that the child's needs can be best met through the continuation of a Support Plan rather than an Education Health Care Plan.

Where it is agreed that an Education Health Care Plan is the most appropriate approach for a child, the Local Authority may help the school to provide extra resources for example, staff time, special equipment or attendance support. This extra provision will be reviewed annually at a special meeting which includes parents, the class teacher, the school SENCO and pupil.

How will my child be supported in activities outside the classroom including school trips?



At Stockton on the Forest Primary School we believe that all children should access all curriculum enrichment activities, therefore activities and trips are made as inclusive as possible and available to all children.

Prior to all school trips taking place a risk assessment is carried out to identify any reasonable adjustments that should be made to ensure all children can access the enrichment opportunities available.

To facilitate inclusion, individual procedures may be put in place to enable all children to participate. This may be in the form of 1:1 support from a teacher or teaching assistant, or may be in the form of adaptations made to the activity.

Stockton on the Forest Primary School offers a variety of extra- curricular clubs that are available for every child to access regardless of need.

What support is there for my child's overall well-being?

At Stockton on the Forest Primary School we believe that a happy



child is a child well-placed to learn. We place a high priority on ensuring that children's social and emotional needs are well supported at all times. The school offers a wide variety of pastoral support for all pupils.

One of our key messages to all children is that they should talk about their problems. To support this all class teachers and teaching assistants are readily available for parents or pupils who wish to discuss issues or concerns. Midday supervisors are available throughout the lunch hour to support children and liaise each day with class teachers and the head teacher to discuss children's needs.

We have two members of staff who are trained emotional literacy support assistants who are accessible to all children and who may at times support children through one-to-one consultations or longer term interventions. This may range from simple help with friendship groups to focussed work on anger management and other issues.

The headteacher and SENCO works closely with families who are involved with a number of agencies including social workers, CAMHS etc

How does Stockton on the Forest Primary School support children with medical needs?



If a child has a medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.

Staff access training from the school nurse or health care professional involved with the child. For example Epipen training or diabetes awareness training.

Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

Staff receive regular basic first aid training, with some members of staff trained in paediatric first aid.

The school has comprehensive Medicines in School Policy that is available upon request from the school office.

How accessible is the school environment?

At Stockton on the Forest Primary School we are fortunate to have a single level accessible environment that can accommodate wheelchairs . We have disabled toilet access and hygiene facilities. Classrooms are mostly carpeted to reduce noise levels for those who are hearing impaired. There is a disabled parking space on site. We are able to access specialist equipment should it be required. Should further adaptations be required we are happy to discuss individual access requirements and adapt our Access Plan so that it meets the needs of all of our children.

Who is responsible for providing for my child's needs?



At Stockton on the Forest Primary School we aim to work in partnership with parents to ensure the best levels of provision for the children in our care. Our staff are highly experienced and trained to meet the needs of all our pupils.

- Our SENCO oversees the provision for any children with SEND and liaises with our class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met.
- Your child's Teacher will set appropriate targets and share these with you.
- Your child's Teaching Assistant will work closely with the class Teacher to implement targets and support work set, sometimes working as part of a small group outside the class.
- A named member of the governing body will liaise with our SENCO.

How will the school prepare and support my child when joining Stockton on the Forest Primary School or when transferring to a new setting or secondary school?

At Stockton on the Forest Primary school we place a strong emphasis on transition for all children. Before starting school children are encouraged to attend the setting through our Stockton on the Forest Early Years (SOFEY) partnership events as well as organised days specifically focussed on transition. The school has strong links with pre-school settings and conducts visits to these, sometimes along with home visits, prior to children starting school. This enables additional needs and requirements to be identified so that support required can be in place for children starting school. Where additional need has already been identified, the headteacher and classteacher will meet with parents and other agencies to support smooth transition.

For transition to secondary schools, Stockton on the Forest Primary school engages in a comprehensive transition timetable with Huntington Secondary School. The positive relationship between the two schools ensures that children's needs are well known and arrangements have been made prior to the transition from Y6 to Y7. Where necessary additional meetings involving parents and any external agency working with the family are arranged.

What do I do if I have a complaint about my child's education at Stockton on the Forest Primary School?

If any parent is unhappy with the provision that their child is receiving, or has any concern relating to the school, we encourage them to talk to the child's class teacher or the headteacher as soon as possible. Where an issue cannot be resolved informally parents should refer to the school's Complaints Procedure, available on the website or from the school office.

If you would like to find out more about York's local offer please visit:

<http://www.yor-ok.org.uk/families/Local%20Offer/SENDIASS>

Flow chart of need

