



# Studham Village CE Academy Special Educational Needs and Disability (SEND) Information Report

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*Caring to learn and learning to care*

Last review: June 25



# How does the school know if children/young people need extra help?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



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

- ▶ For children already in the school, speak to your child's class teacher in the first instance. The class teacher may then seek the involvement of the school's special educational needs co-ordinator (SENCo) for further advice and support.
- ▶ Speak to the SENCo, Mrs Steph O'Neill or the early Years SENCo Mrs Sara Colliass.
- ▶ Contact can be made via the school office (01582 872337) or email [sendco@studhamschools.org.uk](mailto:sendco@studhamschools.org.uk)

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# How will school staff support my child?

Teachers plan lessons to meet the needs of all children in their class. Teachers ensure that activities match the child's needs.

First and foremost, we ensure high quality teaching in the classroom.

For some pupils, in addition to class-based support approaches, small group teaching with a teacher or teaching assistant may be used to support children's learning.

Class teachers and teaching assistants may liaise with the SENCo for additional advice or support.

We aim to work in partnership with parents/carers to ensure the pupil's needs are met.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist or Speech Therapist.

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# How will I know how my child is doing?

We encourage parents/carers to play an active role in their child's education through:

- ▶ Teacher consultations
- ▶ At least termly Personal Learning Plan (PLP) or one-page-profile review meetings
- ▶ Meetings with school staff and other professionals when needed
- ▶ Informal meetings/phone calls with teachers/SENCo
- ▶ End of year reports
- ▶ PEP (personal education plans) meetings (for children looked after)
- ▶ Home-school contact books (when appropriate)
- ▶ If a child has an EHCP, then in addition to the above, we will hold an Annual Review of the plan.



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

- ▶ Most children and young people can have their needs met through Ordinarily Available Provision (OAP) – provision and support that is accessible for all children, whether there is a SEND or not.

Examples of ordinarily available provision could be:

- a careful seating position in class
- noise cancelling headphones
- movement breaks
- visual timetable



- ▶ It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner.
- ▶ If a child's needs cannot be met through OAP, then they may be placed on to the school's SEND register and the process of Assess, Plan, Do, Review (APDR) would begin. This is where we consider a child's needs, implement a package of support and review its impact.
- ▶ Advice from other professionals is implemented in the planning process e.g. advice from a Specialist Teacher for Autism.

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# What support will there be for my child's overall wellbeing?

At Studham all children are valued as individuals:

- ▶ Staff listen to children and, where appropriate, a key adult will support the child.
- ▶ Additional support is given to children who find aspects of the school environment challenging.
- ▶ Careful consideration is given to the children's physical and mental health and wellbeing.
- ▶ Referral to appropriate external agencies as necessary, e.g. School Nursing Service or Speech and Language Service.
- ▶ We ensure that all staff provide a consistent approach when meeting individual children's needs.
- ▶ We ensure that all children feel safe by having strong, clear routines, consistent expectations and consistent adults.



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

- ▶ In Early Years (pre-school and reception), we are supported by the local authority's Early Years SEND Team
- ▶ Educational Psychologist (EP)
- ▶ Speech and Language Service
- ▶ Advisory Teacher Service for Autism, Speech and Language, Hearing impaired and Visual impaired
- ▶ Occupational Therapy
- ▶ Child and Adolescent Mental Health Service (CAMHS)
- ▶ Community Paediatrics
- ▶ School Nursing service
- ▶ Counselling Services



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# What training have the staff supporting children and young people with SEND had or are having?

- All school staff have regular training in SEND through staff meetings, teaching assistant meetings or attendance on external courses.
- Specific training from experts.
- Where relevant, the teachers, teaching assistants and the SENCo work closely with external professionals to implement their advice. In addition, the SENCo organises training in conjunction with external professionals to inform staff about the specific needs of individual pupils or to provide more general knowledge about special needs.
- The school SENCo is a qualified, experienced teacher and has achieved the National SENCo Award. She regularly attends training to ensure her knowledge of SEND remains up to date.
- The Early Years SENCo has achieved the Level 3 Early Years SENCo qualification
- Both SENCos have successfully completed the 'Communication Champion' training.
- Most recent examples of whole school training include the local authority's 'graduated approach', working memory, dyslexia and SEND 5-a-day (EEF).



# How will you help me to support my child's learning?

- ▶ We consider the parents' role as key to developing the appropriate support for the child in school and at home. We work to ensure that there is a consistency of approach for the child by ensuring that parents are as involved in their child's learning as they can be.
- ▶ We value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' consultation meetings take place for all in the Autumn and Spring terms. Additionally, parents of pupils with SEND will meet termly or more often if needed.
- ▶ When talking with your child's teacher and /or the SENCo, their current progress and next steps will be shared. In these meetings we will talk about how to support your child. Your child may be given activities to support their learning at home.



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# How will I be involved in discussions about, and planning for, my child's education?

Teachers welcome parent and carers into school to talk about their child. Regular meetings will take place throughout the school year. These may include:

- ▶ At formal teacher consultations in the Autumn and Spring terms.
- ▶ Termly Personal Learning Plan or One-page -profile review meetings. In Early Years this is half-termly.
- ▶ Joint meetings with professionals from outside agencies.
- ▶ In addition to formal parent/carers consultation meetings, you can also discuss your child's education with their class teacher, SENCo or Head Teacher. If you need an appointment, this can be made through the school office.
- ▶ At times where a child's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate an Early Help Assessment (EHA). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family.



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

Studham is an inclusive school. We aim to give all pupils equal access to the curriculum and life of the school. All children are included in all activities and school trips unless there are exceptional circumstances. This would be if, after reasonable adjustments have been made and following a rigorous risk assessment, the safety of the child and their peers cannot be ensured.



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# How accessible is the school environment?

- ▶ The school is on one level and has no steps internally. Corridors are wide. There is an adult unisex disabled toilet as well as an accessible parking space.
- ▶ The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible.
- ▶ We recommend that prospective parents make an appointment to visit our site to make their own assessment of suitability and contact us to discuss any specific requirements. We are also willing to liaise with external professionals involved with your child to gain further advice on how we can make the learning environment more accessible.



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# Who can I contact for further information?

- ▶ Class teacher
- ▶ SENCo – Steph O'Neill
- ▶ Early Year SENCo – Sara Colliass
- ▶ Head Teacher – Katie Flowers
- ▶ SEND Governor – Joan Wright

Via the school office 01582 872337

Or by email [sendco@studhamschools.org.uk](mailto:sendco@studhamschools.org.uk)



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# How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- ▶ The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. Initially, the class teacher will set up a “buddy” to support the new pupil and make them feel welcomed.
- ▶ Prior to entry to the school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include additional visits to the setting, visits by school staff to the pupil’s home or current setting, a transition pack containing photos etc. to assist the child/family in becoming familiar with the school environment and routines.
- ▶ As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher. The current class teacher will pass on important information about the child’s education and welfare to their new teacher. The SENCo may also become involved during this handover. Additional visits and transition support materials may be offered if necessary, such as personalised transition plans and meetings with parents.
- ▶ School staff, including the SENCo, liaise with receiving schools to support a smooth transition.

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

- ▶ Class teachers adapt the learning and make reasonable adjustments to meet the needs of all pupils in their class.
- ▶ Where pupils are working below age related expectations, class teachers adapt teaching to ensure that gaps in pupils' knowledge are addressed.
- ▶ The school can apply for additional funding for a few children who have a very high level of need. If the application is successful the allocated money is used to support the identified child.
- ▶ All additional provision for pupils with SEND is overseen by the headteacher in discussion with the SENCo.

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

- When pupil's needs are initially identified a discussion takes place between teachers, parents and, where appropriate, pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support that the pupil needs to meet these outcomes will be agreed.
- School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise.
- We think it is really important that parents and pupils are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision-making process.



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# Complaints procedure for parents of children with SEND

- ▶ If a parent or carer has any concerns or complaints regarding the care or welfare of their child they should in the first instance communicate with his/her class teacher.
- ▶ There are many reasons why things may or may not have been successful during the school day and this contact with your child's teacher is often the easiest and quickest way of resolving issues.
- ▶ If you feel that your concerns have not been fully addressed by the class teacher, then the next step would be to contact Mrs O'Neill, SENCo, to discuss the issue further. You can request a meeting to set out your concerns and to communicate how you would like the situation to be resolved. We will agree upon actions to be taken in order to move forward and get things back on track.
- ▶ If, following involvement with Mrs O'Neill, you still feel the situation is unresolved it would be at this point that you would contact the Headteacher who will be able to advise on formal procedures for complaint. For full details please refer to the Schools Complaints Policy which can also be found on the website.

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## How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- ▶ The Central Bedfordshire Local Offer can be found at:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>



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There are a lot of abbreviations in education. Below are some of the most commonly used abbreviations:

**ADD** - Attention deficit disorder  
**ADOS** - Autism diagnostic observation schedule  
**ADHD** - Attention deficit and hyperactivity disorder  
**AP** – Alternative provision  
**APD** - Auditory processing disorder  
**APDR** - Assessment, plan, do, review  
**AR** - Annual review  
**ASC** - Adult social care  
**ASC** - Autistic spectrum condition  
**ASD** - Autistic spectrum disorder  
**CAF** - Common assessment framework  
**CAMHS** - Child and adolescent mental health service  
**CBT** – Cognitive behavioural therapy  
**CDC** - Child development centre  
**CIN** - Child in need  
**CLA** - Child looked after  
**CME** – Child missing education  
**CoP** - Code of practice  
**CP** - Child protection  
**CPM** - Costed provision map  
**CYP** - Children and young people  
**DD** - Disability discrimination  
**DfE** - Department for Education  
**EAL** - English as an additional language  
**EHE** – Elective home education  
**EYFS** - Early years foundation stage  
**EHC** - Education, health and care  
**EHCNA** - Education, health and care needs assessment  
**EHCP** - Education, health and care plan  
**EP** - Educational psychologist  
**EPS** - Educational Psychology Service  
**EWO** - Education welfare officer

**FAS** - Foetal alcohol syndrome  
**FE** - Further education  
**FSM** - Free school meals  
**HE** - Higher education  
**HV** - Health visitor  
**HI** - Hearing impairment  
**HLTA** - Higher level teaching assistant  
**IASS** - Independent advice and support service  
**KS** - Key stage  
**LA** - Local authority  
**LAC** - Looked-after child  
**LO** - Local offer  
**LSA** - Learning support assistant  
**MDT** – Multi-disciplinary team  
**MLD** - Moderate learning difficulties  
**ND** - Neurodiversity  
**OCD** - Obsessive compulsory disorder  
**ODD** - Oppositional defiant disorder  
**OT** - Occupational therapy / occupational therapist  
**PB** – Personal budget  
**PD** - Physical disability  
**PDA** - Pathological demand avoidance  
**PFA** - Preparing for adulthood  
**PMLD** - Profound and multiple learning difficulties  
**PP** - Pupil Premium  
**PRU** - Pupil referral unit  
**SALT** - Speech and language therapy  
**SAP** - Statutory assessment panel  
**SC** - Social care  
**SEMH** – Social emotional and mental health  
**SEN** - Special educational needs

**SEND** - Special educational needs and / or disability  
**SENDIST** - Special educational needs and disability tribunal  
**SENCO** - Special educational needs co-ordinator  
**SI** - Sensory impairment  
**SLCN** - Speech language and communication needs  
**SLD** - Severe learning difficulties  
**SpLD** - Specific learning difficulties  
**SLT** - Speech and language therapy / therapist  
**SSW** - Senior social worker  
**SW** - Social worker  
**TA** - Teaching assistant  
**TAC** - Team around the child  
**TAF** - Team around the family  
**VI** - Visual impairment (loss of sight)  
**YP** - Young people / young person