

Welcome to



Our Local Offer

Our mission statement

We are an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every pupil matter.

Any barriers to learning will be challenged and removed. All pupils will be provided with equality of opportunity.

Our vision

All pupils in our school will be given every opportunity to shine and become the best person they can be. They will be provided with a range of stimulating and challenging activities across the curriculum that enable them to make progress towards individualised, personal targets that will be written with the child, parent and school to ensure that they become the best they can be.

How do we identify SEND?

- Children may be identified during baseline assessments, which will highlight any concerns.
- These will be tracked and monitored over a period of time appropriate to the need.
- Parents may indicate concerns which school can then support the parents with.
- Health Visitors, Paediatricians, Speech and Language therapy and other outside agencies may communicate with school, if given parental permission.

Our provision

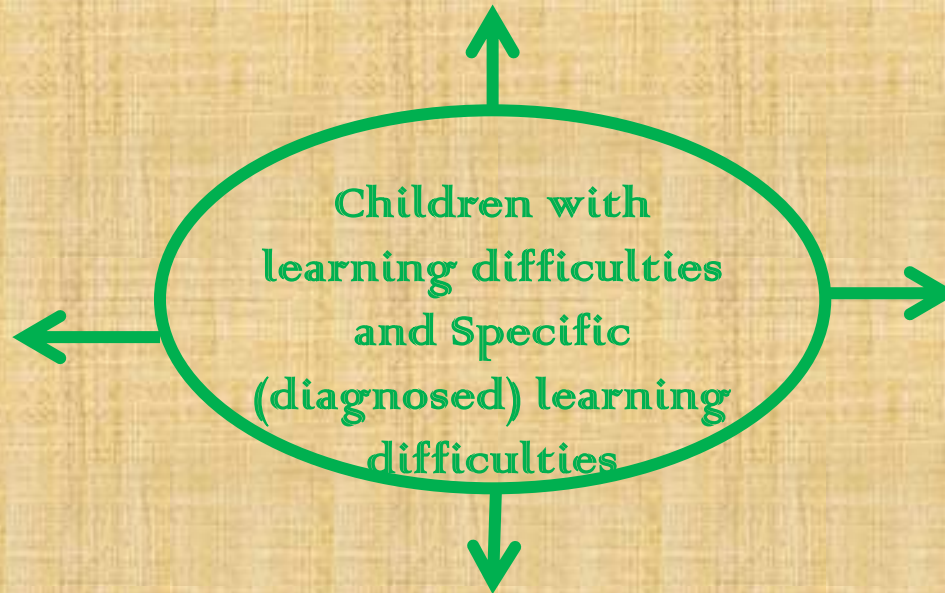
- The following pages detail the different types of provision that our school will put in place for a child with special educational needs.
- Each page looks at a different type of need. If you remain unsure about the provision that is available for your child, please contact our school to arrange a meeting with the Special Educational Needs Coordinator (SENCo).

WHOLE SETTING

Children will have personalised targets which will be written by class teachers, parents and children. They will have individual activities provided to support their needs.

SHORT/MEDIUM TERM INTERVENTION

Children will be selected for appropriate interventions which support their immediate needs. A wide range of individual and small group interventions are available in school.



SHORT/MEDIUM TERM INTERVENTION

Interventions support academic skills such as reading, writing and mathematics. Programmes such as Catch Up Literacy, 1stClass@Number and Rapid Phonics are run as small group or 1:1 interventions.

SPECIALISED INDIVIDUAL SUPPORT

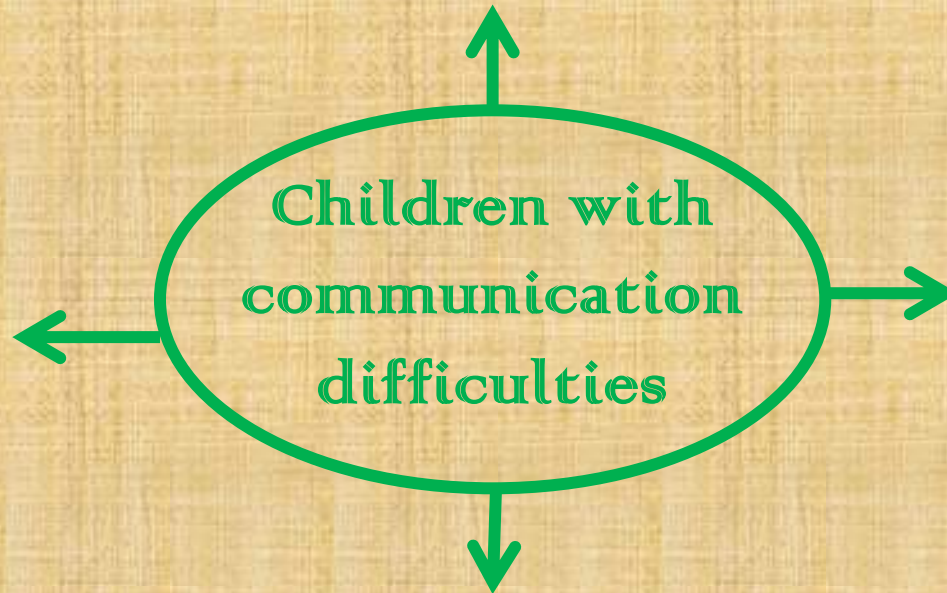
Where children are unable to access the regular curriculum of their classmates, a personalised curriculum will be put in place and will be delivered by class teachers and support assistants as appropriate.

WHOLE SETTING

Children will have personalised targets which will be written by class teachers, parents and children. They will have individual activities provided to support their needs.

SHORT/MEDIUM TERM INTERVENTION

Children will be selected for appropriate interventions which support their immediate needs. Advice may be sought from other SEN advisory groups, such as Speech and Language or Communication and Interaction Team (CIAT).



SHORT/MEDIUM TERM INTERVENTION

Interventions support communication needs. These include Silver SEAL, Musical Interaction and It's in the bag.

SPECIALISED INDIVIDUAL SUPPORT

Where children are unable to access the regular curriculum of their classmates, a personalised curriculum will be put in place and will be delivered by class teachers and support assistants as appropriate.

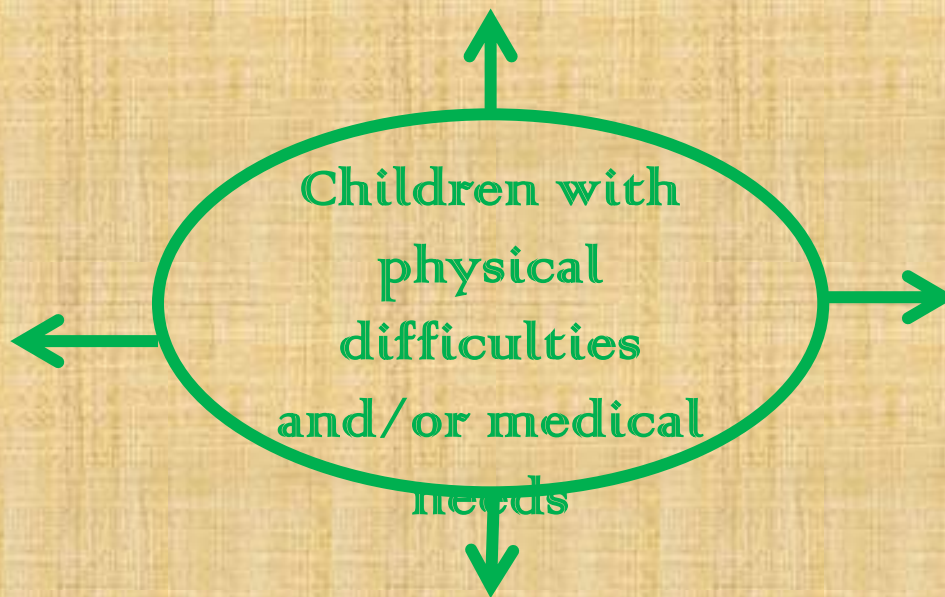
WHOLE SETTING

Children will have an Education, Health and Care (EHC) Plan which details the nature of their difficulties or medical need and the support the child will require. All staff will be given relevant information and, where appropriate, 1:1 or small group support will be provided.

SHORT/MEDIUM TERM INTERVENTION

Where a child's physical difficulty impacts their progress, relevant interventions will be delivered to accelerate progress.

Details of such interventions is on previous pages.



SHORT/MEDIUM TERM INTERVENTION

As with physical difficulties, if the medical needs of a child begin to impact upon progress and learning, interventions may be delivered.

SPECIALISED INDIVIDUAL SUPPORT

Where children require specific medical care, such as physiotherapy, assigned members of staff will receive bespoke training to allow them to deliver such care. Where medication is needed, the school will seek out advice and training from the school nurse or assigned nurse, such as the Cystic Fibrosis nurse, to deliver appropriate training to relevant staff and these details will be included in the EHC Plan.

WHOLE SETTING

If appropriate, children will have an Education, Health and Care (EHC) Plan which details the nature of their difficulties (or medical need) and will provide a link between school and external agencies such as CAHMS (Child and Adolescent Mental Health Service), who may be supporting the child.

SHORT/MEDIUM TERM INTERVENTION

Children may access interventions which improve their social and communication skills, such as Musical Interaction or It's in the bag.



SHORT/MEDIUM TERM INTERVENTION

Where a child's needs impact upon their learning and progress, the child may access a range of academic interventions, such as those mentioned on earlier pages.

SPECIALISED INDIVIDUAL SUPPORT

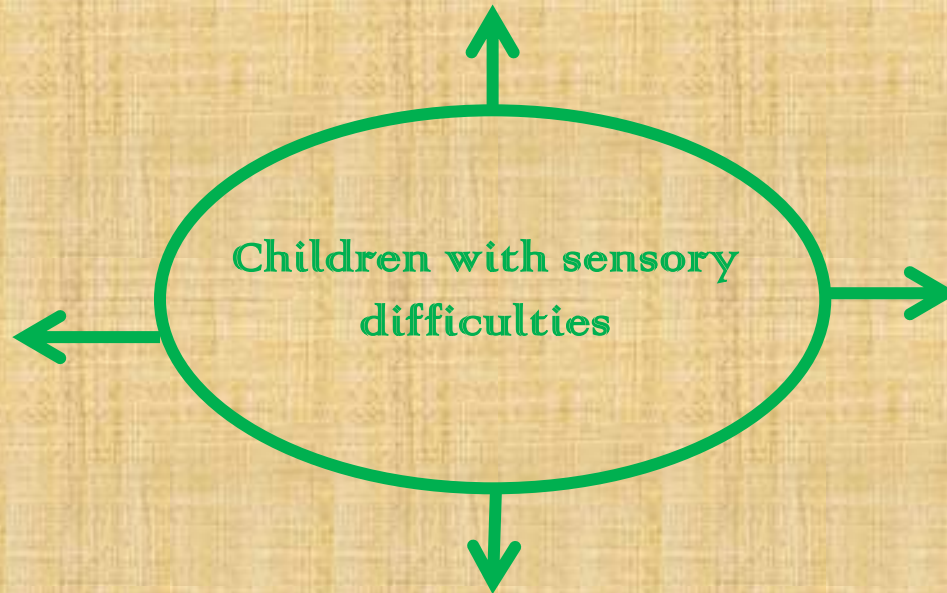
Where a child's difficulties are impacting upon their ability to be in class, school may implement a range of behaviour monitoring strategies and will work closely with parents to develop appropriate rewards. Support may be sought from external advice services within Wakefield's SENSS service.

WHOLE SETTING

If appropriate, children will have an Education, Health and Care (EHC) Plan which details the nature of their difficulties (or medical need) and will provide a link between school and external agencies who may be supporting the child.

SHORT/MEDIUM TERM INTERVENTION

Children may access interventions which improve their sensory skills, such as Musical Interaction or It's in the bag, both of which focus on developing physical and communication difficulties through a multi-sensory approach.



SHORT/MEDIUM TERM INTERVENTION

Where a child's needs impact upon their learning and progress, the child may access a range of academic interventions, such as those mentioned on earlier pages, if appropriate.

SPECIALISED INDIVIDUAL SUPPORT

Where a child's difficulties are impacting upon their progress, support would be sought by the school from SENSS (Special Education Needs Support Service) and other agencies to provide resources and planning suggestions.

Transition

- The staff of Stanley Grove School recognise that transition between key stages or classes can be very difficult for some children, even those without a special educational need.
- Teachers meet at the end of each academic year to discuss the children moving into their classes. This allows them to discuss the needs of all children, including those with SEN.
- These transition meetings are embedded into the culture of our school.
- When a child is moving to a new school, for example secondary school, the SENCo and class teacher will work with the SENCo from the new school to ensure that children with SEN are given the best start. Discussions will take place, work may be shared, and additional transition days will likely be arranged by the new school.

How will the school know if my child has special educational needs?

When children start at our school, we spend time getting to know them and their abilities. This allows us to plan for their needs. If a child does not keep up with the majority of peers, or does not make steady progress, they may be monitored more closely. If a teacher feels a child has a special education need, they will discuss it with the SENCo and Head teacher. Plans will then be put in place to support the child.

What should I do if I have concerns about my child?

We operate an open door policy at school. If you wish to discuss any aspect of your child's well being with us, you are welcome to speak to the class teacher to arrange an appropriate time to meet. You or the teacher can also request that the SENCo be present if you wish. You can also call the school office at any time and our administrator will pass messages to appropriate staff.

How will the school support my child?

- Your child's class teacher will plan for each individual child's needs. If a child needs more support than whole class teaching, they may be included in a small intervention group.
- Interventions are run by teaching assistants who have received specific training to allow them to deliver the course effectively. They are supervised by the SENCo, Intervention Teacher, Senior Leadership team or subject leaders as appropriate.

How will the school support my child?

- If their needs are still not being met, an IEP may be drawn up.
- The Individual Education Plan will include specific stepped targets, who will support the child to achieve them and set a timescale.
- These plans are written by class teachers and are monitored by the SENCo, who ensures that they are achievable and appropriate.
Parents are invited to the meetings when these plans are written, along with professionals from external agencies where appropriate.
- Copies of the IEP are then sent home for reference.

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

- Our school teaches the national curriculum and we have our own schemes of work in place which are tailored to our children and were written by the teachers.
- In order to ensure children access the appropriate learning, teachers carefully track progress in a variety of ways. Sometimes these include a test, but more often assessment is done daily through marking, observation of children and oral feedback in lessons.
- All teachers differentiate every lesson to ensure that all children can access the task and produce work that is appropriate to them, but also of a good standard.
- Interventions are used to help children narrow the gap between themselves and their peers, and are offered to any child who is struggling regardless of whether they have an SEN or not. We are wholly inclusive.

How will I know how well my child is doing and how best to support them?

Standard Procedures for all children:

- **An annual report in the summer term**
- **A termly update—a brief update on progress**
- **Parents consultation day—a ten minute slot to discuss your child with their teacher**

Additional opportunities:

- **As already discussed, parents can arrange meetings with their child's teacher at any point during the school year.**
- **IEP meetings are held twice per year (though targets may change between meetings—new IEPs will be sent home if changes are made. You can make an appointment to discuss these changes if you wish to.)**
- **If a child has an EHC plan, there will be an annual review meeting held in addition to the other meetings listed above.**

How is the decision made about how much and what type of support my child will receive?

Processes to determine whether a child has SEND have been detailed previously.

If a child has SEN, the SENCo will work with the class teacher to decide on appropriate interventions and how to use in class support in the best way.

This is reviewed regularly and is agreed on after consultation with the Head teacher.

If a child has an EHC and is awarded extra funding, the head teacher and SENCo must work with the class teacher and outside agencies to decide what are the most important uses for that funding. It may cover things such as:

- Specific resources such as writing slopes or a laptop
- Training for staff on relevant interventions
- 1:1 adult support

This is discussed with parents at annual review meetings.

Who can I contact for further information?

If you have any questions regarding this information, the school generally, or your child who attends our school, the following options are available:

Contact the SENCo by calling the school on 01924 303805 and leaving contact details with the School Administrator.

Alternatively, you can ask to meet with the head teacher or a child's class teacher in the same way.

You can also email on contact@stanleygrove.sch.uk and your message will be forwarded as soon as possible to the relevant parties.

If your child already attends our school, you can speak to class teachers after school every day. If it is not convenient, the teacher will work with you to find another time at your earliest convenience.