

## SEN Information Report 2017-18

Stanley Grove Primary Academy works in partnership with the local authority and Bright Futures Educational Trust to meet the needs of pupils with Special Educational Needs (SEN). At Stanley Grove all pupils, regardless of their specific needs are supported to make the best possible progress. All Bright Futures Academy Trust schools are supported to be as inclusive as possible, with the individual needs of pupils with SEN or disabilities being met in a mainstream setting wherever this is possible, where families want this to happen.

### Admissions

Students with SEN are allocated places in two separate & distinct ways:

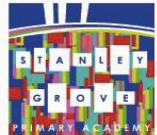
Those pupils with statements or EHCPs have a separate admissions procedure overseen by Manchester’s SEN team.

Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Stanley Grove both if your child has statement of special educational needs, or if he has special needs but does not have a statement, can be found in the school Admissions Policy.

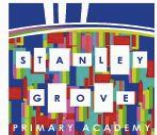
### Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN)?

| School Based Information  | Staff                                 | Summary of Responsibilities  |
|---|---------------------------------------|--|
| Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN)? | <b>The SENCO</b><br><br>Alison Walker | <b>They are responsible for:</b> <ul style="list-style-type: none"> <li>Coordinating all the support for children with special educational needs (SEN) and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>Ensuring that you are:           <ul style="list-style-type: none"> <li>involved in supporting your child’s learning</li> </ul> </li> </ul> |



## SEN Information Report 2017-18

|  |  |  |
|--|--|--|
|  | <p><b>Phase Leaders</b></p> <p>EYFS- Jemma Scott/Shabnam Mughal<br/>Yr1-2 Tahra Firdus/Vicki Gillies<br/>Yr3-4 Sandra Nevins<br/>Yr5-6 Lynne Hawkins</p> <p><b>Head of School</b></p> <p>Tracey Williams/Amy Footman</p> | <ul style="list-style-type: none"> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> <li>• Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc</li> <li>• Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.</li> <li>• Ensuring that all staff working with your child in school and are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school’s SEN and Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.</li> </ul> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>• She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met.</li> </ul> |
|--|--|--|



## SEN Information Report 2017-18

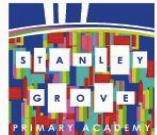
|  |   |   |
|--|---|---|
|  | <p><b>SEN Governor\</b><br/><br/>Jill Tordoff</p> | <ul style="list-style-type: none"> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li> </ul> <p><b>She/He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN.</li> </ul> |
|--|---|---|

### HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

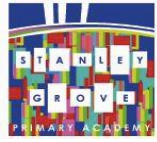
- Other staff in the school (Primary Learning Assistants or SEN Keyworkers)
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

|   | Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input. | What would this mean for your child?  | Who can get this kind of support?  |
|---|---|---|--|
| What are the different types of support available for children with SEN in this school? | <b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</b>  | <ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can</li> </ul> | All children in school should be getting this as a part of outstanding classroom practice when |



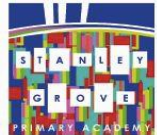
## SEN Information Report 2017-18

|  |  |  |  |
|--|--|--|--|
|  |  | <p>understand, using the accelerated learning phases.</p> <ul style="list-style-type: none"> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</li> </ul>   | <p>needed.</p>   |
|  | <p><b>Specific group work with in a smaller group of children. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or intervention room.</b></li> <li>• <b>Run by a teacher or teaching assistant who has had training to run these groups.</b></li> </ul> <p>Children MAY be at the stage of the SEN Code of Practice called <b>Additional SEN Support</b> which means they have been identified by the class teacher as needing some extra support in school.</p> | <ul style="list-style-type: none"> <li>• Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• A Primary Learning Assistant/ mentor/ teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher’s plans either in a small group or within the classroom setting</li> </ul> | <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> |



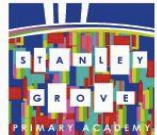
## SEN Information Report 2017-18

|  |  |  |  |
|--|--|--|--|
|  | <p><b>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy groups</b></p> <p><b>AND/OR Individual support</b> for your child of less than 20 hours in school</p> <p><i>Stage of SEN Code of Practice:</i><br/><b>Additional SEN Support</b> which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</li> </ul> | <ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include:             <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set better targets which will include their specific expertise for teachers to implement</li> <li>○ A group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit</li> <li>○ A group or individual work with outside</li> </ul> </li> </ul> | <p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> |
|--|--|--|--|



## SEN Information Report 2017-18

|  |  |   |  |
|--|--|---|--|
|  |  | <p style="text-align: center;">professional</p> <ul style="list-style-type: none"> <li>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>  |  |
|  | <p><b>Specified Individual support</b> for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a <b>Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)</b>. This means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual or small group teaching (more than 20 hours a week)</b>, which cannot be provided from the budget available to the school.</i></p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> </ul> | <ul style="list-style-type: none"> <li>The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Manchester Local Offer.</li> <li>After the school have sent in the request to the Local Authority (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 support at Additional SEN Support</li> <li>After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan (from September 2014). If this is not the case, they will</li> </ul> | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>Severe, complex and lifelong</li> <li>Need more than 20 hours of support in school</li> </ul> |



## SEN Information Report 2017-18

|   |  |  |  |
|---|--|--|--|
|   | <ul style="list-style-type: none"> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>   | <p>ask the school to continue with the support at Additional SEN 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.</p> <ul style="list-style-type: none"> <li>• The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul> |  |
| <p>How can I let the school know I am concerned about my child's progress in school?</p>              | <ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's Teacher or Phase Leader.</li> <li>• The concerns may need referring if your child is still not making progress to the SENCO.</li> <li>• If you continue to feel that your child is still not making progress you should speak to the Principal or the school SEN Governor.</li> </ul>   |  |  |
| <p>How will the school let me know if they have any concerns about my child's learning in school?</p> | <ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO</li> <li>• At Stanley Grove there are regular reviews and then subsequently meetings between the Class Teachers, Phase Leaders and the SENCo to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</li> <li>• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail.             <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have too</li> <li>○ To plan any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning</li> </ul> </li> </ul> |  |  |

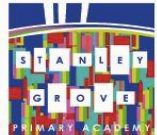


## SEN Information Report 2017-18

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• The SENCo uses the Manchester Matching Provision to Need Toolkit to decide whether your child’s needs meet the descriptor published by the Local Authority for Additional SEN Support.</li> <li>• If your child is added to the SEN register you will be informed in writing and invited to meet with the SENCo discuss the support provided for your child.</li> </ul>   |
| <p>How is extra support allocated to children and how do they move between the different levels?</p> | <ul style="list-style-type: none"> <li>• The school budget, received from Manchester LA, includes money for supporting children with SEN.</li> <li>• The Principal decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Principal and the SENCO discuss all the information they have about SEN in the school, including             <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul> |

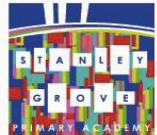
|  |   |  |
|--|---|--|
| <p>Who are the other people providing services to children with an SEN in this school?</p> | <p>A. Directly funded by the school</p>   | <ul style="list-style-type: none"> <li>• Primary Learning Assistants</li> <li>• SEN Keyworkers</li> <li>• Intervention Teachers</li> <li>• ECAR Teacher (reading specialist)</li> </ul>  |
|  | <p>B. Paid for centrally by the Local Authority or Bright Futures Educational Trust but delivered in school</p> | <ul style="list-style-type: none"> <li>• Child Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority and Academy Trust).</li> <li>• Specialist Outreach Teams (Birches Special School, Lancasterian Special School, Grange Special School)</li> </ul> |
|  | <p>C. Provided and paid for by the Health Service but delivered in school</p>                                   | <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> </ul>   |





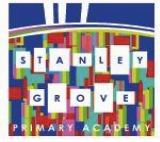
## SEN Information Report 2017-18

|   |  |
|---|--|
| <p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p> | <p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"><li>• The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information &amp; training on SEN issues such as ASD, dyslexia etc.</li><li>• All staff can access regular drop-in sessions with the Educational Psychologist, SEN teacher and SENCo.</li><li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service</li></ul> <p>All schools in the Bright Futures Educational Trust also access support from the <b>Targeted Specialist Support (TASS) team</b>. This currently includes support from Child Educational Psychologists and Speech Therapist. The SENCo works closely with the TASS team. Staff may access services for drop ins, surgeries and longer term case work. Members of the TASS team may also offer training for staff.</p> |
| <p>How will the teaching be adapted for my child with learning needs (SEN)?</p>                                   | <ul style="list-style-type: none"><li>• 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.</li><li>• Support staff will support with your child's learning in the classroom.</li><li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li><li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li><li>• Classrooms will be arranged to meet the individual needs of pupils e.g. workstations, adapted seating, sensory areas, calm zones.</li></ul>   |
| <p>How will we measure the progress of your child in school?</p>  | <ul style="list-style-type: none"><li>• Your child's progress is continually monitored by teacher, phase leader and senior leadership team.</li><li>• Their progress is reviewed formally every term.</li><li>• If your child is not yet accessing the National Curriculum, your child may be assessed using another scale of levels that assess attainment that are called 'P levels'.</li><li>• At the end of Key Stage 2 the school is required to report English, Maths and Science levels for your child. This is something the government requires all schools to do and the results that are published nationally.</li><li>• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review</li></ul>  |



## SEN Information Report 2017-18

|  |  |
|--|--|
|  | <p>with all adults involved with the child's education.</p> <ul style="list-style-type: none"><li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li></ul>  |
| <p>What support do we have for you as a parent of child with an SEN?</p>                                       | <ul style="list-style-type: none"><li>• We would like you to talk to your child's teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li><li>• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li><li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li><li>• Homework will be adjusted as needed to your child's individual needs.</li><li>• The SEN Parent Support Group meets half termly and all parents of children with SEN are welcome to attend. The group offers support and training.</li></ul> |
| <p>How have we made Stanley Grove accessible to children with SEN?<br/>(including after school clubs etc.)</p> | <ul style="list-style-type: none"><li>• We ensure that equipment used is accessible to all children regardless of their needs.</li><li>• We provide support with fun clubs after school and at lunchtime.</li><li>• Key words and literacy resources are used across the school to support learning.</li></ul>   |
| <p>How will we ensure your child has a voice and is involved in their education?</p>                           | <p>We believe that all pupils should be involved in making decision about the support they are given in school (where appropriate to age and understanding).</p> <ul style="list-style-type: none"><li>• Pupils will be informed if they are identified as having an additional need and placed on the SEN register.</li><li>• When applying for an EHC plan, pupils will also be central to the information gathering process.</li><li>• Termly meetings will be held with class teachers and pupils with SEN to discuss progress and plan for further support.</li></ul>   |



## SEN Information Report 2017-18

How will we support your child when they are leaving this school?  
OR moving to another Year?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
  - Information about your child will be shared with their new teachers
  - If your child would be helped by a personalised plan for moving to another year, we will put this in place.

For information on our Local offer, please visit Manchester City Councils [website](#).

Additional support is also available from IAS Manchester. IAS Manchester offers independent information, advice and support to families regarding SEND. For more information visit their [website](#).