



Stapleford Community Primary School

SEND Information 2024 - 2025

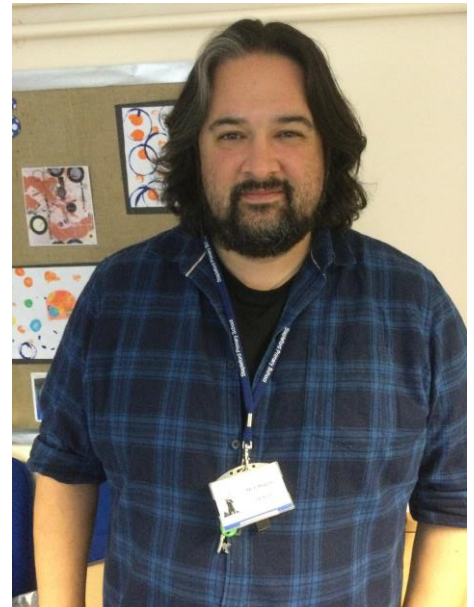


What is in this booklet?

This booklet aims to provide you with an overview of our SEND Policy and a guide into how we support children with SEND in our school.

Who am I?

'My name is Lloyd Douglas and I am lucky enough to be the Special Educational Needs and Disability Coordinator (SENDCo) here at Stapleford School. I am available all day Wednesday and Thursday. My role is to support the staff, children and parents in ensuring their children are given the opportunities to make progress. The four areas of need are:



Cognition and Learning

Communication

Social, emotional and mental health

Physical and Sensory

Contact

If you have a concern or worry about your child, please speak to your class teacher in the first instance. Their knowledge of your child and their timetable will mean they will be able to support you initially. However, if you feel like you need further advice and support after this, please contact me via senco@staplefordprimary.org or if the matter is urgent the school office on office@staplefordprimary.org

What is SEND?

SEND stands for **Special Educational Needs or Disability**. There are 4 areas of SEND:

Cognition and Learning (CL)

Children learning at a slower pace than their peers

Communication and Interaction (CI)

Children who have difficulty communicating or interacting successfully with others

Social, Emotional and Mental Health (SEMH)

Children who have difficulty with relationships, may suffer with anxiety or behaviour difficulties

Physical or Sensory (PS)

Children with a disability that may prevent or hinder them from making progress academically



When would SEND support start?

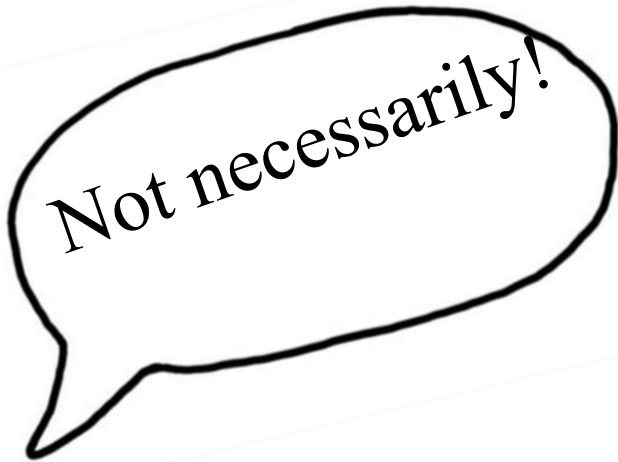
Children may have a range of needs that they are able to manage, which is great! However, if there becomes a point where these needs impact their progress and learning in school, we will then start to work closer together to create a plan to further support your child. This plan will ensure they have the best possible opportunity to make progress and achieve, plus try to close gaps they may have.



What will it mean if my child begins SEND support?

If we feel your child is struggling to make progress despite the strategies already in place in class, we will discuss these concerns with you and together create a plan to support your child. If this struggle continues, we will then think about adding your child to our SEND Register and starting an Assess, Plan, Do, Review (APDR) cycle for them. At this stage, the SENDCo will then become involved to support the teacher with advice and recommendations for the child.

Will my child be on the SEND Register forever?



A child will have SEND Support for as long as it is needed. If a child has made academic progress and this is sustained, it may be that they can come off the register and be supported successfully through Quality First Teaching and differentiation.

What do these phrases mean?

SEND Register

This means that this child's support and progress will now be tracked by the SENDCo and further support will be available if progress remains a struggle.

Support Journey

This is a plan that follows your child's 'journey of support'. We follow the Graduated Approach of support through cycles of Assess, Plan, Do, Review. More information on this can be found here

<https://www.sen-help.org.uk/the-system/sen-support/>

Roles and Responsibilities

Who is responsible for my child's progress?

Your class teacher is responsible for the progress of your child. If a child is placed on the SEND Register, the teacher will be supported to ensure every possible opportunity is given for the child to make progress. This support and progress will be overlooked and monitored by the SENDCo.

Who else can help?



Maggie Webb
SEND Support Teacher

Jayne Hore
Interim Head
teacher

Martin Brown
SEND Governor


How can I help the school and my child?

- Be available**
- Be open minded**
- Be honest**
- Be helpful**



The SEND Process here at Stapleford

**Identification of concern either by the class teacher,
parent or SENDCo.**



Meeting with class teacher and support agreed.



**Meeting with SENDCo and child placed on the SEND
Register. A Support Journey may start.**



External support may be requested.



**An Education, Health and Care Needs Assessment
may be applied for requesting for an Education,
Health and Care Plan (EHCP).**

Assess, Plan, Do, Review

Our Support Journey's follow the Assess, Plan, Do and Review (APDR) route for support, which means we work in 'cycles'. A plan will be reviewed after every cycle. A cycle can be between 6-10 weeks depending on the support. Most of our interventions run for 10 weeks, so it is important we don't review mid-cycle and interrupt this support. The length of a cycle will be decided by the class teacher/SENDCo at meetings.

It is important to mention that most external support require lots of evidence from the school that the current support is having little impact.

A request for an EHCP will only be considered when all possible support has been tried, or when support needed exceeds what the school's own funds can offer. These are rare and exceptional circumstances and will need to be discussed at length with the SENDCo.

For more information on SEND at Stapleford Community Primary School, or to access our SEND Policy and SEND Information Report, please go to our website:

<https://www.staplefordprimary.org/>