Support for your child at Stawley Primary school



At Stawley, all the staff is committed to providing the best learning opportunities for all children. We are an inclusive school, working with parents and a range of professionals to ensure the best education for all.

You know your child best and you may feel that they need some additional help or support for some or all of their time at school.

This booklet is to inform you of the types of support that may be available for your child at Stawley Primary School. It will help you understand who can help and how this support can be accessed.

1. **How do I know if my child needs extra help?**

All children at Stawley Primary school are monitored closely by their class teachers. If class teachers have any concerns about the progress or attainment of a child, these concerns will be discussed with the Special Educational Needs Co-ordinator (SENCO). With parents’ permission, they will carry out specific assessments to identify any difficulties in more detail, and will if necessary refer to external agencies.

If parents have any concerns they should, in the first instance, see the class teacher. Teachers are generally available at the beginning or end of the day or an appointment can be made if a more detailed discussion is needed.

1. **How will the school support my child?**

Your child’s education will be overseen by their Class Teacher. Your child may work with Class Teachers, Teaching Assistants or, occasionally, external advisors. They will deliver specific programmes and differentiated class content. This will be explained to parents by Class Teachers, but further support and clarification can be sought via the SENCo.

Stawley achieved Inclusive Dyslexia Friendly Status in July 2014. This means all the staff is confident in identifying and supporting children with specific learning difficulties.

The school can initiate relevant staff training in response to specific needs.

1. **How will the curriculum be matched to my child’s needs?**

All the class work is differentiated to match the needs of individual learners. With our mixed age classes, the focus on individual needs is a definite strength for our school

Observation, marking and assessment inform planning on a day to day basis to ensure all work is accurately matched to the needs of all children.

The learning environment provides all children with a range of inclusive learning opportunities.

However, the curriculum and learning opportunities may be adapted to meet an individual pupil’s needs.

1. **How will I know how my child is doing?**

There are Parents evenings in the Autumn and Spring Terms, and reports are written in the Summer Term.

Reading records provide an opportunity for daily contact between staff and parents and some children will have a more in depth Home School Contact book.

Children who have individual interventions will have an Individual Education Plan (IEP) which is a personalised plan for their academic progress. Parents are consulted during the regular review of targets. In addition to this, children in receipt of High Needs funding or who have an Education, Health and Care Plan (or Statement) will have an Annual Review meeting to inform and plan for next steps.

1. **What support will there be for my Child’s overall wellbeing?**

As a small school we pride ourselves on the quality of pastoral support provided to all our pupils. Every member of staff knows every pupil in the school. Each child will have a particularly strong link with the teaching team in their class. In addition some children will be allocated a specific key worker.

We provide a range of Personal, Social, Health and Emotional (PSHE) activities that might include circle time; discussions about what makes a ‘Good Friend’; saying no to bullying and e-safety.

We also have a Parent and Family Support Advisor (PFSA) who can work with children and families.

Specific plans and support will be put in place for children experiencing difficulties with behaviour and those needing medical support or intimate care.

1. **How accessible is the School environment?**

All areas of the school building are wheelchair accessible. Where there are steps, alternatives are available with ramped entries. There are changing and disabled toilet facilities. All children have the right to access class trips safely. For those with additional needs, alternative provision can be made, such as additional adult support; alternative transport arrangements or alternative arrangements for the administration of medicines. Stawley uses Somerset Total communication to provide communication aids through visual signs and symbols and holds the Inclusive Dyslexia Friendly Award.

1. **How will the School support my child’s transitions to new settings?**

We feel it is essential for a child’s education that transitions to new settings, whether starting here or moving on from here, are as smooth as possible. To ensure a smooth transition, a range of provisions are available.

Prior to starting in Reception, children identified as having Special Educational Needs will have a School Entry Planning Meeting. This will be attended by you; pre-school staff; school staff and any external professionals involved in supporting your child. The aim is to plan how all concerned can make the transition to school as smooth and easy as possible. For children with medical needs, this will include identifying staff training needs to ensure your child’s needs are fully met, and any potential difficulties are identified and solved.

All families will be invited to various transition visits prior to starting school to ensure they are familiar with the staff and setting in advance.

On moving to Secondary School, children in Year 6 with additional needs are discussed with the SENCo at the secondary schools once places have been allocated. Additional visits can be organised within school time, supported by school staff and additional resources made, e.g. Books of Photos to ensure your child is familiar with the people and places they will come across.

1. **Who might work with my child? What specialist services are accessed by the school?**

In addition to our highly trained staff, with parental consent, we will sometimes call on the expertise of outside agencies. These might include:

* Our **Learning Support Advisory Teachers** can assess a child’s learning needs and suggest suitable specific provision.
* Our **School Nurse** who can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the parent/ nurse and reviewed annually as a minimum.
* Our **Speech and Language therapist** who works regularly in our school and can assess your child’s communication difficulties and provide us with a support package.
* **Our Educational Psychologist** may give advice or complete an assessment for a few children.
* **Social, Emotional and Behaviour Advisory Teachers** who give advice if required.
* **Physical Impairment and Medical support; Hearing Impairment Advisory Teachers and Visual Impairment Advisory Teachers** are available to make assessments of children’s needs; suggest support packages and provide specific training for staff when required.
* **Occupational and Physiotherapists** can assess and give advice when required.
* **The Autism and Communication Advisors** can also provide specialist assessments, training and suggestions for support.

**Who to speak to if I am worried?**

1. Speak to your child’s class teacher.
2. If you are still concerned you can make an appointment to meet with the Special Educational Needs Co-ordinator (SENCo), Moira Brown
3. If you feel matters are still not resolved you can seek an appointment with the Head teacher to discuss your concerns.

**Further support**

You can access further support from our **Parent and Family support Advisor: Lisa Stanley**

You can also access support through **Special Educational Needs and Disability information and advice service (SENDIAS)** on 01823 355578

**Email**[SomersetSENDIAS@somerset.gov.uk](mailto:info@somersetsend.org.uk)

They offer impartial information and advice on matters relating to special educational needs and disability. Find out more from their website

<http://www.somersetsend.org.uk>

**Parent Carer Forum:** The Parent Carer Forum is a national, independent not for profit company which support parents of children and young people with SEN & D. The Somerset section offers many services and is very much involved in policy making in Somerset. Among other services they organise social activities and have a closed Facebook group where parents can asked for help and advice from each other.

<https://somersetparentcarerforum.org.uk/> .