

Stanwell Fields C of E Primary School

1	<p>How does Stanwell Fields know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • The school has an SEN policy which can be found on the school website. Insert link. The Inclusion Manager (INCO) is Julie Perry, telephone number 01784 258082, email info@stanwellfields.surrey.sch.uk. • At Stanwell Fields C of E Primary School, we have rigorous monitoring in place that tracks the progress our learners make. We use data and other forms of assessment to identify additional needs. • Achievement is celebrated through praise, Celebration Assembly, and the use of in-house reward systems such as stickers and house tokens. • Parents/carers are encouraged to speak to the class teacher about any concerns they have, and to make an appointment with the Inclusion Manager if required. We will discuss your concerns with you and plan next steps where appropriate. • We have up to date and relevant knowledge in most areas of special educational needs and therefore have varied resources available in school to support your child with their learning. We also work closely with outside agencies when more expert advice is required.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<ul style="list-style-type: none"> • Stanwell Fields C of E Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We adopt a graduated approach to meeting all needs through quality first teaching our staff make reasonable adjustments to help include all children, not just those with SEN. We take a holistic approach to supporting learners e.g. pastoral teams, class teacher, learning support staff, phase leaders and Senior Leadership. Staff have been trained to cater for learners who may have difficulties in one or more of the four main areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical. • We have staff with training in working with children who have difficulties in Social Communication, Speech and Language, Specific Learning Difficulties, Attention Deficit disorders, Behaviour, Friendship and Emotional issues Our Home School Link Worker, Mrs Carol Leighton, liaises with parents, offers parenting courses and is part of the Safeguarding

		<p>and Child Protection team in school. She can support parents and make recommendations on how they can positively engage with their child's learning and all round development. She can be contacted by email at info@stanwellfields.surrey.sch.uk. Add link to relevant section on website.</p> <ul style="list-style-type: none"> • If a need is identified, we will provide your child with individualised additional support. Tasks may be presented in a way your child finds clearer and more accessible or s/he might attend a small group intervention. If difficulties continue, expert advice from outside agencies is sought after consultation with you. An outcome plan will give clear targets to address your child's particular need and is shared by the class teacher with both you and your child on a termly basis. • We monitor and evaluate the impact of additional support through regular meetings and tracking of pupil progress. Our Inclusion Manager leads on this and together with the Head Teacher shares this information with all governors and specifically, the named governor with responsibility for Inclusion. • We are flexible in our approaches to learning, and we therefore adapt our provision to match the needs of the learner. Our additional support programmes are overseen by the Inclusion Manager and our teachers who are teachers of inclusion and special educational needs. • At Stanwell Fields there are frequent opportunities for social and emotional learning to take place in tandem with the Foundation Stage curriculum.
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • . Staff differentiate approaches and resources in order to support access to the curriculum. Our Accessibility Plan shows how adaptations are not only to the built environment but also to the curriculum and how information is accessed by learners and their parents. • We have staff trained in literacy, Project X (literacy support), Boosting Reading Potential (BRP) and Talking Partners (literacy support), firstclass@number, success@arithmetic and Numicon (numeracy support). We aim to ensure that all staff working with learners who have SEN possess a working knowledge of that child's particular difficulty and has appropriate strategies to enable the child to access the curriculum and remove their barriers to learning. When it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. • We ensure that all children can access learning at their own level by: <ul style="list-style-type: none"> ○ providing information to all teachers and learning support assistants on the specific needs of individual pupils so that they can plan learning to ensure that all pupils are able to make progress ○ overseeing teachers' lesson plans to ensure agreed strategies are in place to help to remove the identified barrier to learning and that individual needs are met

		<ul style="list-style-type: none"> ○ holding regular Pupil Progress Meetings with the Class Teacher and members of the Senior Leadership team on a half termly basis ○ ensuring that all our teachers are clear on the expectations of our school's Teaching and Learning policy and all other relevant policies designed to support learning and help to make the curriculum accessible to all. This is monitored by the Leadership Team and our Governing Body.
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<ul style="list-style-type: none"> • At Stanwell Fields we have an open door policy. Parents/carers can speak to their child's class teacher on a daily basis and are also invited to come in and speak to the INCO about any concerns they may have about the overall progress of their child if they have queries that cannot be answered by the class teacher. • We regularly share feedback with our children and their families. In addition, we have at least termly opportunities where you can meet with staff to discuss your child's progress. At these meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. This is also reinforced through our termly year group newsletters. • At the beginning of each academic year, we will hold meetings with you to share what your child will learn over the coming year. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • We use parent contact books to maintain regular and timely communication. • We will support you to develop your child's learning at home. You will be updated on changes to how key parts of the curriculum are taught (e.g., numeracy and literacy) to help you support your child at home, and you will be offered sessions in school to support your child's reading in the Foundation Stage. There are also opportunities to participate in ICT skills sessions.
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>At Stanwell Fields our children's well-being is paramount. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also covers emotional and social development.</p> <p>We ensure that children's well-being is supported through:</p> <ul style="list-style-type: none"> • Policies defining our expectations regarding behaviour and attendance. Staff regularly take an active role in the development of our policies and these are agreed by the governors. • Pupil voice, which is encouraged through vehicles such as the School Council to gather the views of the children, with each class being represented. • Our school Eco Council, which is run by the children.

		<ul style="list-style-type: none"> • All our staff being regularly trained to provide a high standard of pastoral support through initiatives such as Family Links. • Relevant staff being trained to support medical needs. We have a medical policy in place, (add link) and a 'red card' system for alerting the appropriate members of staff in the event of an emergency. • Making sure that our Behaviour Policy add link) is fully understood and implemented by all staff, and includes guidance on expectations, rewards, and sanctions. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Use of a full time Home School Link Worker who supports families in a variety of different ways, liaising with outside agencies where appropriate.
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>Many of our support staff are trained to work in specific areas of special educational needs and we work collaboratively with external partners; for example, the Educational Psychology Service, Behaviour Support Service, Learning and Language Support Service, and Speech and Language Therapy. We have a thorough continuous professional development programme for all staff, and we encourage and support them to continually update their skills and knowledge. All our teachers hold qualified teacher status. We have a number of established relationships with professionals in health and social care, and therapies such as CAMHS. These are recorded on our provision map if appropriate. All partners we work with are vetted in terms of safe guarding.</p> <p>We hold multi-professional meetings in school to discuss children with more complex needs or where strategies in place are not producing the expected outcomes. If it is felt the support needed is above and beyond that which the school can offer, professionals will try to find the best way forward and share their findings with the child's parent/carer and, where appropriate, with the child.</p> <p>We have a particular duty to ensure that Looked After Children are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher (name and contact details) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.</p> <p>This academic year the school has worked with the Education Psychology Department, the Learning and Language Support Service, the Behaviour Management Service, the Physical and Sensory Support Service, the Speech and Language Therapy Service, the Child and Adolescent Mental Health Service, Occupational Therapy and REMA (Race and Minority Achievement), English as Another Language section and Traveller's Support section.</p>

7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our Inclusion Manager is a qualified teacher and a member of our Senior Leadership Team. • Our INCO is a qualified teacher with extensive training and wide experience supporting children, staff and parent/carers in almost all areas of SEND. • At Stanwell Fields we invest time and money in training our staff to develop their skills and knowledge. • We have several members of staff who are able to use Makaton having completed the training, and groups of support staff who have participated in additional training to develop their skillset beyond mandatory requirements. Areas of specialism include supporting children with Specific Learning Difficulties (SpLD), supporting children with ASD (Autism Spectrum Disorder), speech and language difficulties, and behavioural, emotional and social difficulties.
8	How will my child/young person be included in activities outside the classroom including school trips?	<p>Our Inclusion Policy (add link) promotes involvement of our learners in all aspects of the curriculum including activities outside the classroom. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Where there are concerns of safety and access, further consideration of risk and strategies to manage the risk are put into place to ensure equal access to all children. Where applicable parents/carers are consulted and involved in planning.</p>
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • We have a full accessibility plan in place and are vigilant about making reasonable adjustments when needed. Our policy and practice adheres to and embraces the Equality Act 2010. • We value and respect diversity in our setting and meet the needs of all learners. We monitor languages spoken by families in our setting. On admission, all families are given a 'Welcome to Stanwell Fields' booklet as well as the school prospectus. The 'Welcome Booklet' is designed primarily for those families who have English as an Additional Language and gives information in a predominantly visual format. We have found this booklet is equally useful for families supporting children with SEN.
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school /	<ul style="list-style-type: none"> • Induction is very important to us and we invest time in welcoming our children and their families in a way that makes them feel a part of our school. On entry to our Nursery all families are offered a home visit by two members of our team, and an induction visit to the school to which you as parents/carers are invited to accompany your child. • You will be invited to an information meeting where links between school and home are fostered and the home-school partnership begins.

	college or the next stage of education and life?	<ul style="list-style-type: none"> • We have positive relationships with our feeder pre-schools and our local secondary schools. Our strongest links are with our nearest secondary school, and the majority of our children transfer there. We hold a meeting for Year 6 parents/carers to help them to support their child with the transition to secondary school. • We attend the EYFS and Year 6/7 transfer marketplace facilitated by the Spelthorne Confederation. This is an opportunity for inclusion teams from primary schools and secondary schools to meet regarding the needs of individuals that are moving on.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<p>Our finances are monitored by our Senior Leadership Team and Governing Body, and resources are allocated to support all children with SEN. We seek to ensure value for money service, so all interventions are costed and evaluated on a termly basis. Our SEN budget is allocated according to the needs of the individual child, and levels of funding for individual children are dependent on whether their needs are significantly different to what is usually available. All resources/training and support are reviewed regularly and changes made depending on the needs of the children and the school.</p> <p>We review the needs of learners and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is closely targeted at needs. The INCO reviews how provision is delivered and helps in maintaining standards through rigorous quality assurance.</p> <p>Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving effective both in terms of the time spent on them and the finance used in providing the intervention. Regular reviews of the whole cohort inform us of any overall change in the make-up of the school which might require additional interventions.</p>
12	How is the decision made about what type and how much support my child/young person will receive?	<p>At Stanwell Fields, each child's progress is monitored on a half-termly basis. If progress is of concern, decisions are made on the type of intervention required and who will need to be involved in this. You and your child will be actively involved throughout. All interventions are monitored to ensure that they are having a positive impact on your child's education. On occasions, advice will be sought from outside agencies and their recommendations used to draw up a One Page Profile and an outcome plan on which both parent and child will be consulted. It is important to have the views of the learner and involve them in drawing up the profile as this give them ownership of their learning. The Inclusion Manager oversees additional support and shares updates with the Governor with responsibility for Inclusion.</p>
13	How are parents involved in the setting/school/college? How can I be involved?	<p>We whole-heartedly believe in a two-way dialogue with our parents/carers to support their child's learning, needs and aspirations. We operate an open door policy and all class teachers can also be contacted via the home-school contact book. We take every opportunity to strengthen this dialogue.</p>

		<p>You are invited to contribute through a number of means including questionnaires to seek views and concerns.</p> <ul style="list-style-type: none"> • Parent/carers can become a Friend of Stanwell Fields if they wish to be involved in school life. • We have Parent Governors who take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. • Volunteers come in to school to support learners with their reading. <p>Parent/carers wishing to become involved with the school as a Friend of Stanwell Fields, a governor or a volunteer should contact Chloe Barlow, Business Support Officer and Governors' Clerk, email personnel@stanwellfields.surrey.sch.uk.</p>
<p>14</p>	<p>Who can I contact for further information?</p>	<p>Prospective parents/carers are encouraged to contact our school office in the first instance at: Stanwell Fields C of E Primary School Clare Road Stanwell Staines Middlesex TW19 7DB</p> <p>Tel: 01784 258082 Email: info@stanwellfields.surrey.sch.uk Website: www.stanwellfields.surrey.sch.uk</p> <p>You will then be offered an appointment to meet with the Head Teacher (or an alternative senior member of staff), and will be given a tour of the school. Any further information required can be found on our website, which is regularly updated.</p> <p>Once your child becomes a pupil at our school, and depending upon the information needed, you are always encouraged to talk to your child's class teacher in the first instance. We have a full time Home School Link Worker with whom you are able to make an appointment. Our Head Teacher is available for meetings with you regarding general issues and concerns. Our Inclusion Manager is available for issues and concerns related to parents whose children have been identified as Able, Gifted and Talented, those with Special Educational Needs, and families whose children have English as an Additional Language (EAL).</p> <p>If a parent has a concern they are encouraged to speak to the class teacher in the first instance. If</p>

		<p>the matter cannot be resolved at this stage the INCO or a member of senior leadership may become involved and a meeting convened to discuss the nature of the complaint and to look to resolve the issue.</p> <p>A copy of the school's complaints procedure can be found on the school website (put in link). The complaints procedure will outline the formal steps to school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.</p>
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