

Stanborough School SEND Information Report 2023-24

Purpose of this report

This Information report is designed to help answer parents' questions about the school and the support available for children with Special Educational Needs and Disabilities (SEND). If you cannot find the information you need below please contact the SENDCO at SENDCo@stanborough.herts.sch.uk

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Introduction

All Hertfordshire schools have a similar approach to meeting the needs of students with Special Educational Needs and Disabilities to ensure students are supported by the LA to ensure all students, regardless of their needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, where students' SEND needs are met in a mainstream setting wherever possible. At **Stanborough School** we have a graduated approach to SEND, ensuring early identification of needs and a stepped approach to supporting children in order to enable them to make progress. Please refer to our Special Educational Needs Policy, which outlines the purpose, nature and management of SEND within our school.

Definition of Special Educational Needs and Disability

The SEND Code of Practice: 0-25 years (2015) states that “a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Authority Local Offer?

- Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision available in the local area.
- The Hertfordshire Local Offer can be accessed at:
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

What kinds of special educational needs (SEN) might the students at Stanborough School have?

Special educational provision should be matched to the child's identified SEN. Special educational needs and provision can be considered as falling under four broad areas:

- [Communication and interaction](#)
- [Cognition and learning](#)
- [Social, emotional and mental health](#)
- [Sensory and/or physical](#)

These areas give an overview of the range of needs that the students at Stanborough School may have.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism have particular difficulties with social interaction, social communication, flexible thought and sensory processing. Autism impacts on the way individuals experience the world, process language and interact with others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Severe learning difficulties (SLD), where children are likely to need support in all areas of the school day and have associated difficulties with mobility, toileting, personal care and/or communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties including physical disability impacting on feeding and/or multi sensory impairment are likely to require more specialist equipment and support than Stanborough School is able to offer, however we would welcome an open and honest discussion about your child's needs.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior such as self harming. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, eating disorders or other difficulties that are medically unexplained. Other children and young people may have disorders such as attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people need special educational provision because they have a disability which prevents them from making full use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

Form Tutors/Classroom Teachers

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Personalised teaching and learning for your child as identified on your child's Inclusion Profile (IP) and on the school's provision map.
- Ensuring that the school's SEND/Inclusion Policies are followed in their classroom and for all the students they teach with any SEND.
- Ensuring that you are involved in supporting your child's learning.

Special Educational Needs Coordinator (SENDCo): Ellen Daplyn (acting SENDCo 2023 and Mrs Kate Beverstock (from January 2024)

Responsible for:

- Developing and reviewing the school's SEND policy.
- Ensuring that needs are identified early and support is tailored to these needs.
- Co-ordinating all the support for children with special educational needs and/or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Liaising with all the other professionals who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's Inclusion Register (a system for ensuring that all the SEND needs of students in this school are known) and making sure that records of your child's progress and needs are kept.
- Overseeing all provision including our Autism Lead, the Hive the Nest and all interventions run by Teaching Assistants.
- The day-to-day management of all aspects of support for children with SEND.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.

Assistant Head Teacher in charge of Inclusion: Mrs Ellen Daplyn

Responsible for:

- Overseeing the SENDCO role to ensure that all statutory processes are following SEND CoP.
- Overseeing the day-to-day management of all aspects of support for children with SEND.

The Head Teacher: Mrs Merry John

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Special Educational Needs and Equality policies

School contact telephone number: 01707 321755

School email address: admin@stanborough.herts.sch.uk

How are children with Special Educational Needs identified and assessed?

At Stanborough School children are identified as having SEND through a variety of ways including the following:

- Liaison with each student's primary school
- Tracking information – is the child performing below age expected levels?
- Identifying low scores during Year 7 Screening (LUCID/CATS).
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENDCo / Assistant SENDCo where concerns are raised
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by pupil
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND in our school?

a) Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will track your child's progress and put in place appropriate interventions where an expected rate of progress is not being made.

b) Provision in addition to classroom teaching

Intervention programmes which may include:

- Small group work in the Hive with the primary teacher
- Numeracy schemes
- Reading schemes
- One to one tuition
- Keyworker/Mentoring by HLTAs
- Self-esteem programmes.
- Nurture group (NEST)
- Social and communication groups and autism mentoring (the Den)

Additional adults employed by the school to support students additional needs:

- Life Coach
- Counselling
- In class support by HLTA
- Keyworker/mentor with a HLTA

Please see the '[Provision at Stanborough](#)' document to see the full range of support available.

c) Specialist support run by outside agencies

This means a pupil has been identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services,

- Teachers from the Speech Language communication and autism (SLCA) team (Herts ISL services)
- Support from Education Service for Medical Absence (ESMA)
- Sensory support services such hearing or visual impairment specialist teachers (Herts ISL services)
- Outside agencies such as the Educational Psychology Service (EPS).
- Health services such as occupational therapists, speech and language therapists or physiotherapists (NHS)
- Mental Health services such as CAMHS or PALMS (NHS).

What could happen?

- You will 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 you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

Please find the [more about the EHCP process here.](#)

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's form tutor or class teachers initially.
- If you continue to be concerned that your child is not making progress, you may contact the year leader or the SENDCo.
- The school SEND Governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

Our Progress Update system produces regular reports to detail the progress that your child has been making in school. This in turn will help you as parents to support them from home, and help identify any areas in which they require further support. You will be invited to Parent Teacher Evenings to review your child's progress with their classroom teachers (our SENDCo is available online during these evenings to have any discussions you may require). If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Where does the funding come from and how is it spent?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEND, EHCPs are banded according to complexity of need, additional funding or top up funding comes from High Need Funding applications or EHCPs.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and Inclusion leader and school governors on the basis of needs in the school.
- The school identifies the needs of SEN students on an inclusion register. This identifies need and strategies to support the child.
- All support given within school and is added to the provision map and reviewed at the end of an intervention or the end of the term and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible according to the Assess Plan Do Review cycle.
- The majority of funding available to us is spent on staffing so that we can run all the additional interventions and personalized support on offer.

How is extra support allocated to children, and how do they progress in their learning?

All in class support and interventions are agreed when needs have been identified. The more complex the needs are, the more support the child will require to achieve their potential. All students are expected to make the same progress over time regardless of need. The support available should therefore be supporting students to close the attainment gap (the gap between the progress they make and the progress the majority of their peers make) or at the very least prevent it from widening.

Many students SEND can be met through high quality teaching and differentiation or reasonable adjustments. This is preferable to add on support 'just for the sake of it'. All support is allocated after careful consideration of the child's needs and in discussion with teachers, HLTAs, SENDCo, year leaders, the student and their parents.

Interventions during year 7 are often allocated purely on the basis of initial testing results and information from primary schools gained during the transition meetings. Large numbers of students come into Stanborough with below average spelling and reading scores and we do what we can to remediate this situation in the first year.

All students are assessed at the start and end of each intervention and during Progress updates. All interventions are designed so that students who are not making expected progress can either have longer with the intervention or can move onto a more personalised programme.

Who are the other people providing services to children with SEND in our school?

School provision

- Learning Support Assistants working with either individual students or small groups.
- The SENDCo works with groups/individuals on a part-time basis.
- Classroom teachers
- Compass
- Keeping Up Programme in Compass
- School Counsellor
- Life Coach
- Autism Lead
- Student and Family Support Worker
- Careers coordinator

Local authority provision delivered in school

- Outreach Support from The Park ESC
- Specialist Teaching Teams including the SLCA and the Sensory Impairment team (SIT) support for children with visual or hearing needs, physical and neurological impairment team (PNI).
- Educational Psychology Service (EP)
- Services for Young People (careers service)
- YCIH (Young Carers in Herts)
- ESLAC (Educational Support for Looked After Children)
- ESMA (Educational Support for Medical Absence)
- Family Support Worker
- Intensive Families First Worker
- Nessie (mental health workers for children with SEND)

Health provision occasionally delivered in school or consulted with:

- SALT (Speech and Language Therapy)

- School Nurse
- CAMHS (Child and Adolescent mental health service)
- PALMS (Positive behaviour, Autism, Learning disability and Mental health Service)

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCo role is to support the classroom teachers in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- 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 Specialist Teaching Team or the Local Authority.
- The SENDCo has the National Award for SEN Coordination.
- LSAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrums Conditions or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes assessing reading and running records, social stories and social skills.
- Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

- Classroom teachers plan lessons to ensure all students can make progress and access learning.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Advice by outside agencies and the SENDCo will be followed by teaching staff to make learning more accessible.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teachers.

- The progress of all students will be reviewed in three yearly Progress Updates which detail behaviour and effort, current assessment and projected grades for all subjects.
- In addition, student progress will be reviewed at the Parent Teacher Evening.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The progress of all students on the SEND register will be reviewed each year in the summer term.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team and SENDCo to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

- Your child's classroom teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Inclusion Profiles will be reviewed annually or more frequently if needs change.
- Students with more complex needs will have a student passport.
- SENDIASS is available to give further impartial advice and support should you need it. Their website address is: <https://www.kids.org.uk/sendiaass>

How is Stanborough School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on two levels with easy access, elevators and double doors where appropriate.
- There is a disabled toilet located centrally in the school.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Compass support is provided for children who need a space to support their emotional needs.
- Wherever possible students with temporary injuries or more long-term medical conditions will be given access to education through personalised arrangements.

How will we support your child when they are joining the school or leaving the school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

6/7 Transition:

A rigorous Y6-7 transition process is in place where the Assistant Head in charge of Year 7, the Year 7 year leader and the SENDCo will work with feeder primary schools to ensure the smooth transition of students with special educational needs and disabilities. This could include:

- Meetings with primary SENDCos and Y6 teachers
- Observations of students in their primary setting
- Meetings with parents, teachers and other professionals
- Visits to school to meet staff and help the transition in September
- Additional transition days or a personalised programme run by the Primary school in collaboration with our SENDCo.

The views and wishes of the parents and/or guardians and student will always be taken into account.

If your child is joining us from another school:

- The SENDCo will liaise your child's previous school to discuss the specific needs of your child.
- If your child would be helped by a book/passport to support them understand the transition, then one will be made for them with information about their current placement and their new school.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to Stanborough School.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If this is a Year 11 transition to College your child may have support from Servies for Young People to create a moving on plan. Alternatively the SENDCo can provide details of your child's additional need to accompany their interview.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum called Life Skills, to support this development. However, for those children who find aspects of this difficult we offer:
 - A range of extra-curricular groups which all children are invited to join.
 - Compass for students on an individual plan
 - Counselling Support
 - Nest soft start before school
 - Support from the Student and Family Support Worker
 - Outreach support from The Links ESC
 - The Retreat (a quiet space for autistic/anxious students)

If your child still needs extra support, with your permission, the SENDCo may access further support through the Early Help Module and TAF (Team Around the Family).

Complaints Procedure

Students, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's classroom teacher, form tutor and/or SENDCo and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

Sept 2023