

INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Staniland Academy, we strive to be fully inclusive and follow a **Graduated Approach** to support. We welcome everyone into our community and aim to support every child to reach their full potential. This document is intended to give you an overview of the support and resources available in our school- but it is by no means exhaustive! As the needs of our learners change, so do the resources and support available.

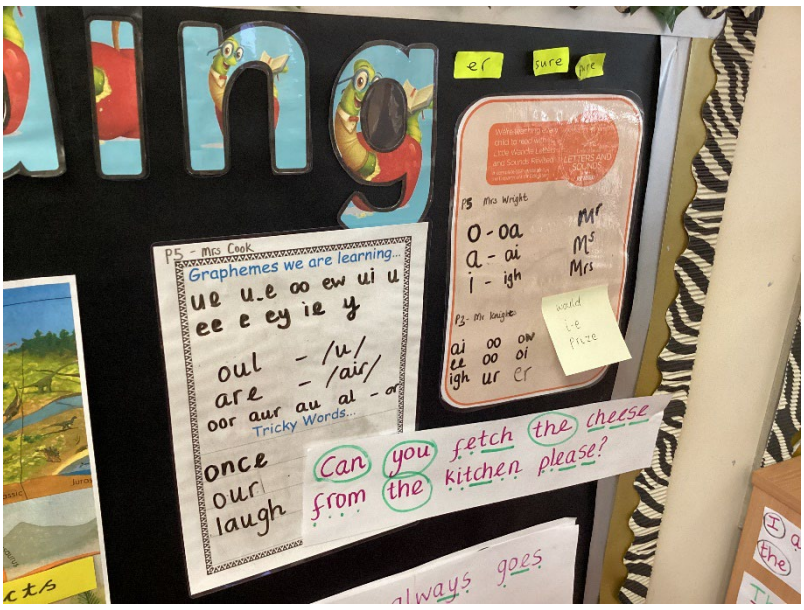
The **SENCO for Staniland** is: Emma Barton

The **Trust Special Educational Needs Improvement and Inclusion Lead** is: Maxine Cunningham

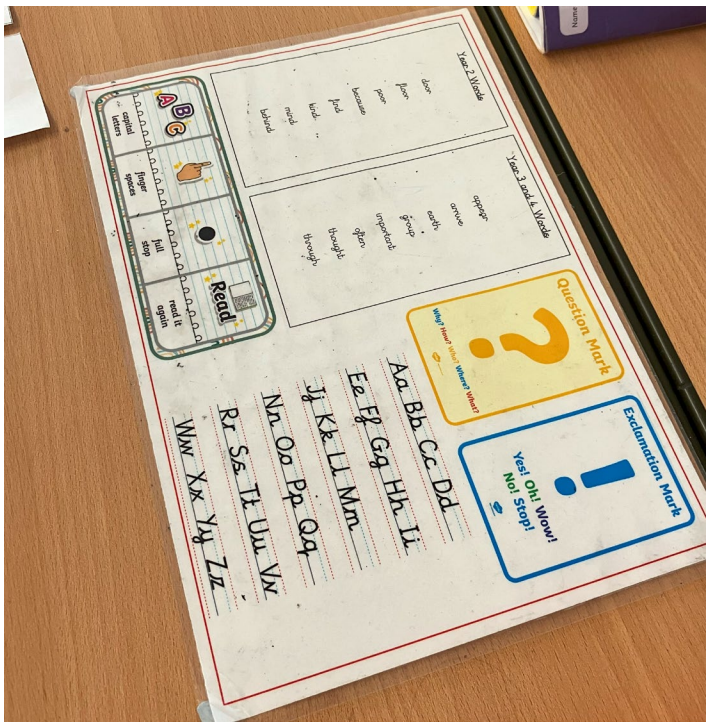
ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. To help you understand this report, here is a list of the ones used in this document and elsewhere.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team



What should I do if I think my child has SEND?



If you believe your child may have a SEND, then the **first person to discuss this with is the class teacher** who will be able to address your concerns in the first instance. The classteacher may approach Mrs Barton, our SENCO, for advice and arrange for you to discuss your child's needs with her too.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENCO/ Headteacher. This can be arranged by contacting the school office.

How will the school respond to my concern?



Once a parent has raised a concern about their child, the normal procedure would be that the **class teacher would undertake to assess/observe the learner** and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place and **may involve the SENCO** too.

How will the school decide if my child needs extra support?



In line with The Code of Practice 2015, Staniland Academy identifies learners as having a Special Educational Need if:

"…they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them.**"** (COP p15)

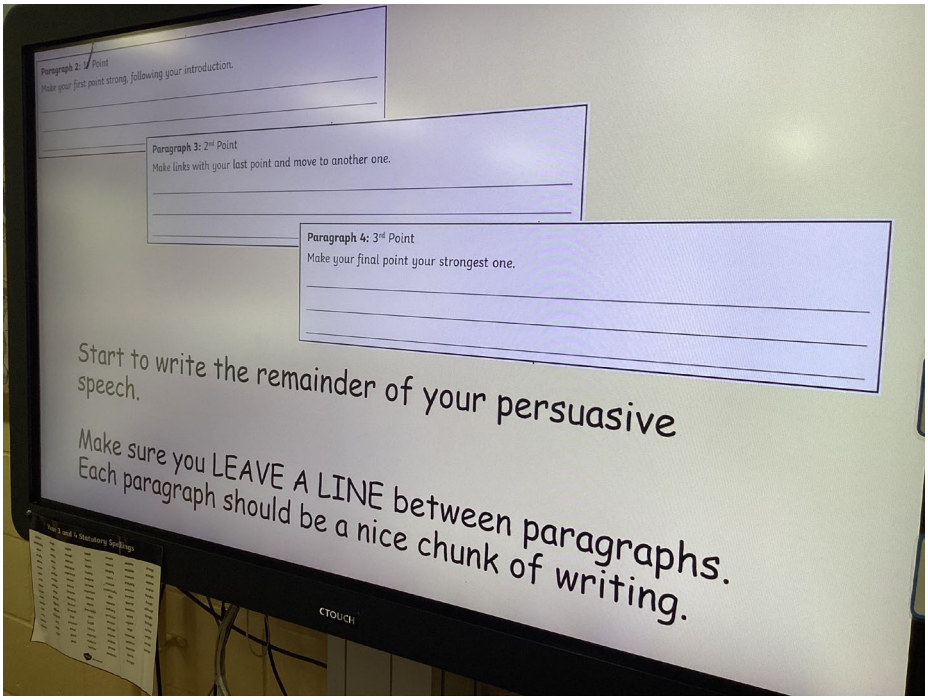
A child has a learning difficulty if: **"…**they have significantly greater difficulty learning than their peers.**"** (COP p15)

A child's disability can be referred to as a special educational need if: **"…** (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.**"** (COP p15)

If the class teacher believes a student needs more support, they will start a process called the **Graduated Approach**. This begins with a cycle of **assess, plan, do, and review**.

- The teacher sets targets for the student and puts in place extra or different support to help them achieve these.
- After some time, the teacher checks progress and ff the targets are met, the extra support may stop. If not, a new cycle with updated targets and support will begin.
- If progress is still slow after this, the student will be moved to **SEND Provision** and added to the school's **Special Needs Register**. These learners have individual learning plans, which parents can view and comment on online.

After **three more cycles** of support, if there's still little progress, the school will seek further specialist assessments.



What will the school do to support my child?



The classteacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a teaching assistant or teacher.

However, the provision may also take the form of **adjustments to the learning environment**, timetable or specialist equipment.

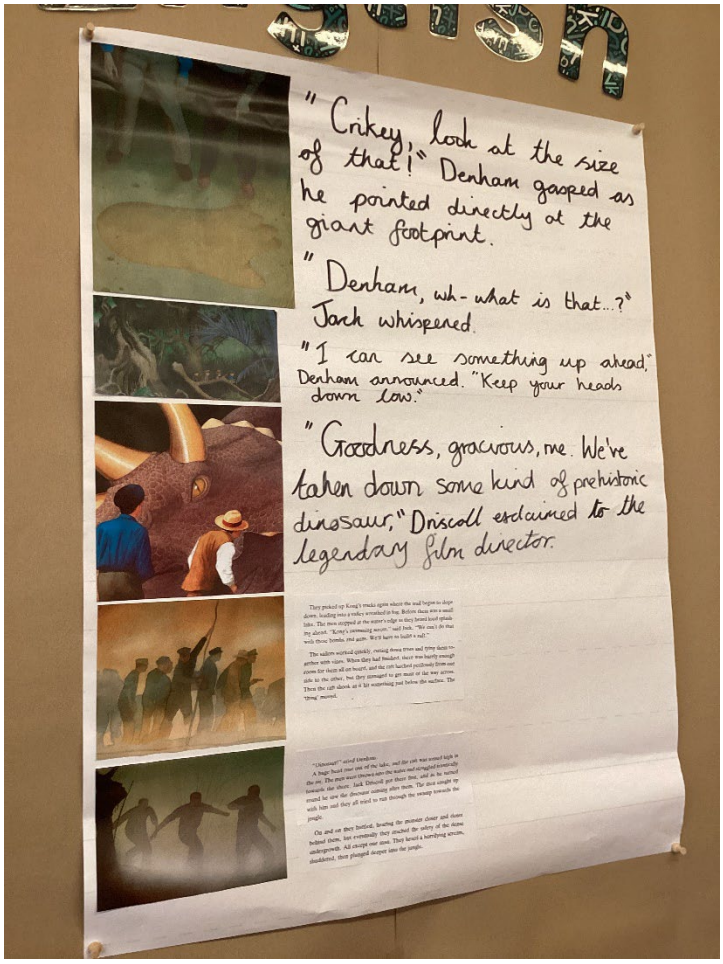
Staff are supported to **adapt their lessons for all learners**, by the senior leadership team and curriculum champions. This may include the use of technology, scaffolding learning or flexible grouping.

Does my child need a diagnosis to get support?

School supports needs not diagnosis which means that regardless of diagnosis, needs are supported in the most appropriate way. Schools within the Voyage Education Partnership have a pathway of support to explore a referral for some needs. Further information on this can be found on our website.

If my child has a diagnosis, will they get a 1:1?

Having a diagnosis doesn't ordinarily mean that a child will get extra support. Many children have a diagnosis without needing to be on the SEN register, as their needs are supported within the environment using universal support. Staniland Academy does not employ staff as 1:1, but use teaching assistants as enhanced adult support to deliver support to those whose needs require additional to or different from those of their peers.



If my child has a diagnosis, will they get an EHCP?

Having a diagnosis doesn't mean that a child needs an EHCP. An EHCP will only be applied for if school feel that a child's needs require significantly above those of their peers.

How are children supported who have an EHCP?

Children with an Education, Health and Care Plan (EHCP) are supported in a variety of ways, depending on their individual needs. Having an EHCP does not mean a child will receive one-to-one support; however, it may mean they have access to enhanced adult support. The school receives a specific level of funding from the local authority to deliver the provision outlined in Section F of the EHCP. This funding is not necessarily for employing an additional adult, as the provision can be delivered by the class teacher or a teaching assistant. As with all pupils, the class teacher is responsible for planning and delivering support, and this is coordinated in partnership with Mrs Barton, the school's Special Educational Needs Coordinator (SENCO). Children with EHCPs may work within the whole class, in small groups, or individually, depending on what best meets their needs.

Who will support my child?



Depending on the needs of the child, **support may be provided by the classteacher, a teaching assistant or a specialist advisor**. In cases of Social, Emotional and Mental Health needs, the school's Family Support Officer, Mr King, may work with your child too. Our Senior Leadership Team also support staff in helping children, by providing regular training opportunities for teachers and teaching assistants.

Children with EHCPs will be supported by a team of staff, which will include teachers and teaching assistants. Staniland Academy **do not employ 1:1 staff** - children are **supported by enhanced adult support** which mean they are familiar with several staff who are able to support their needs.

What training and experience do staff have for the additional support my child needs?



The SENCO, Emma Barton, is an experienced teacher, having taught at the school for 24 years. She holds the National Award for Special Needs Coordination.

Our staff, including teachers and teaching assistants, are **trained in a wide range** of areas, including diabetes care, Epi-pen use, positive handling, ADHD, autism, dyslexia, speech and language therapy, Tourettes, cerebral palsy, hearing and sight impairments and more.

Where specialist training is required to meet the physical needs of a learner, we will contact the **relevant professional body** who will support this.

Who else might be involved in supporting my child?

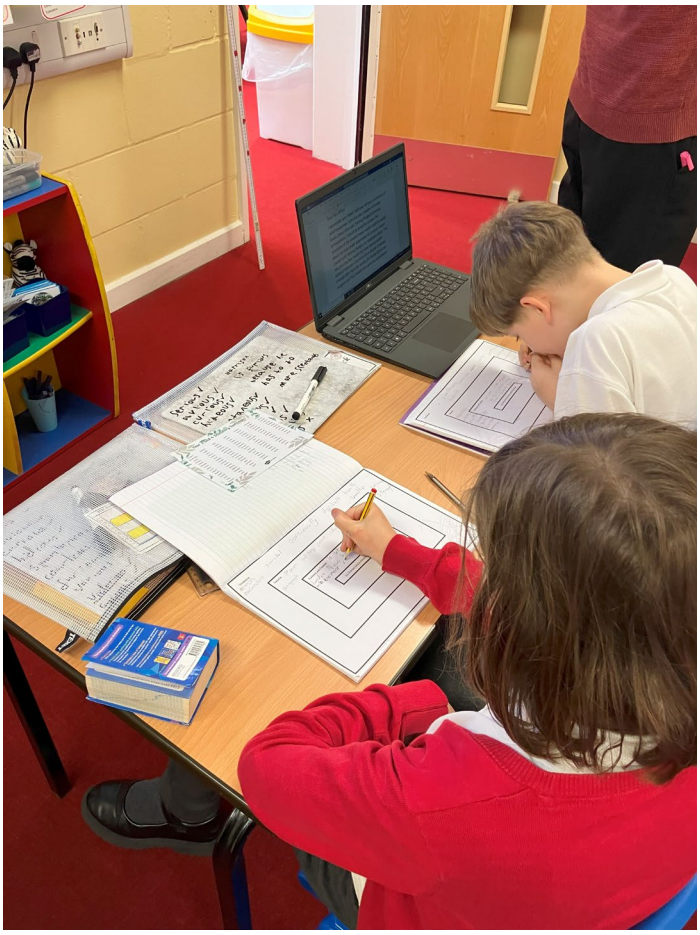


The school benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Specialist Teachers
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO
- Dyslexia Outreach.
- Speech and Language Therapists
- Mental Health Support Team
- Grief and Loss Support
- Young Oasis
- Behaviour Outreach Support Service

Support from these agencies is initiated either by **school or parents** (depending on their referral procedures) and then liaison with school is led by the SENCO.

What support will there be for my child's social and emotional well-being?



When a learner has been identified as having a social or emotional difficulty, they will often be **supported by the class teacher in the first instance**. If however, it is felt there need is greater they may be given support by the SENCO, other senior leaders, Family Support and Attendance Officer or an outside agency where appropriate.

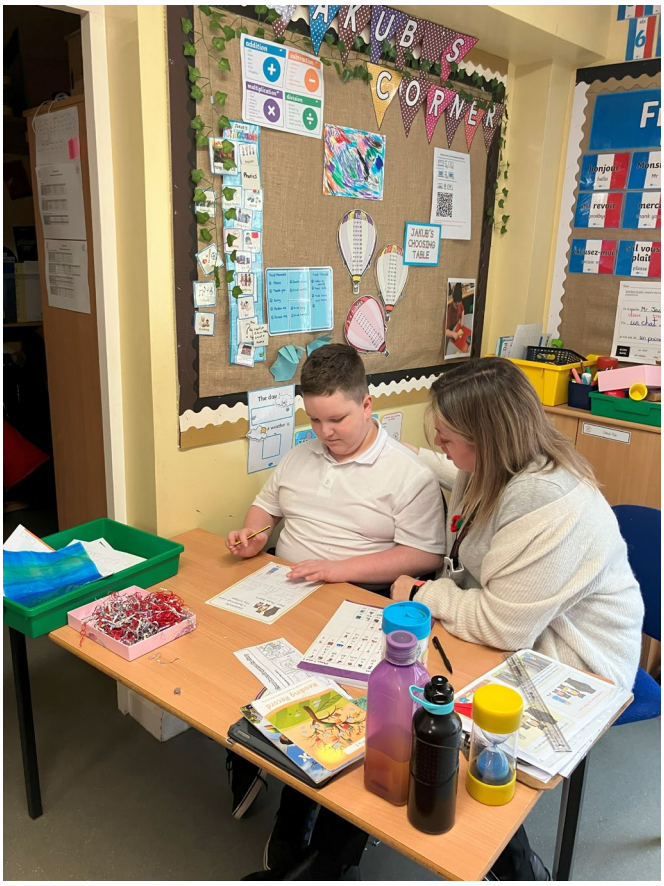
The **SENCO works closely with the Designated Safeguarding Lead** to ensure that vulnerable children are receiving all necessary support.

We closely monitor attendance and give rewards and certificates for excellent or improved attendance. We believe that SEND should not be a barrier to good attendance, so all students follow the same attendance procedures and parents may be invited in for a meeting to discuss this further.

I am a foster carer, what support does the academy provide for children who are in care and have a SEND?

We have **close working relationships** with foster carers so that we can ensure daily communication. Children in care have an education plan to support their learning and welfare needs, which is supported in school by Mrs Carr, our Designated Safeguarding Lead, to ensure progress.

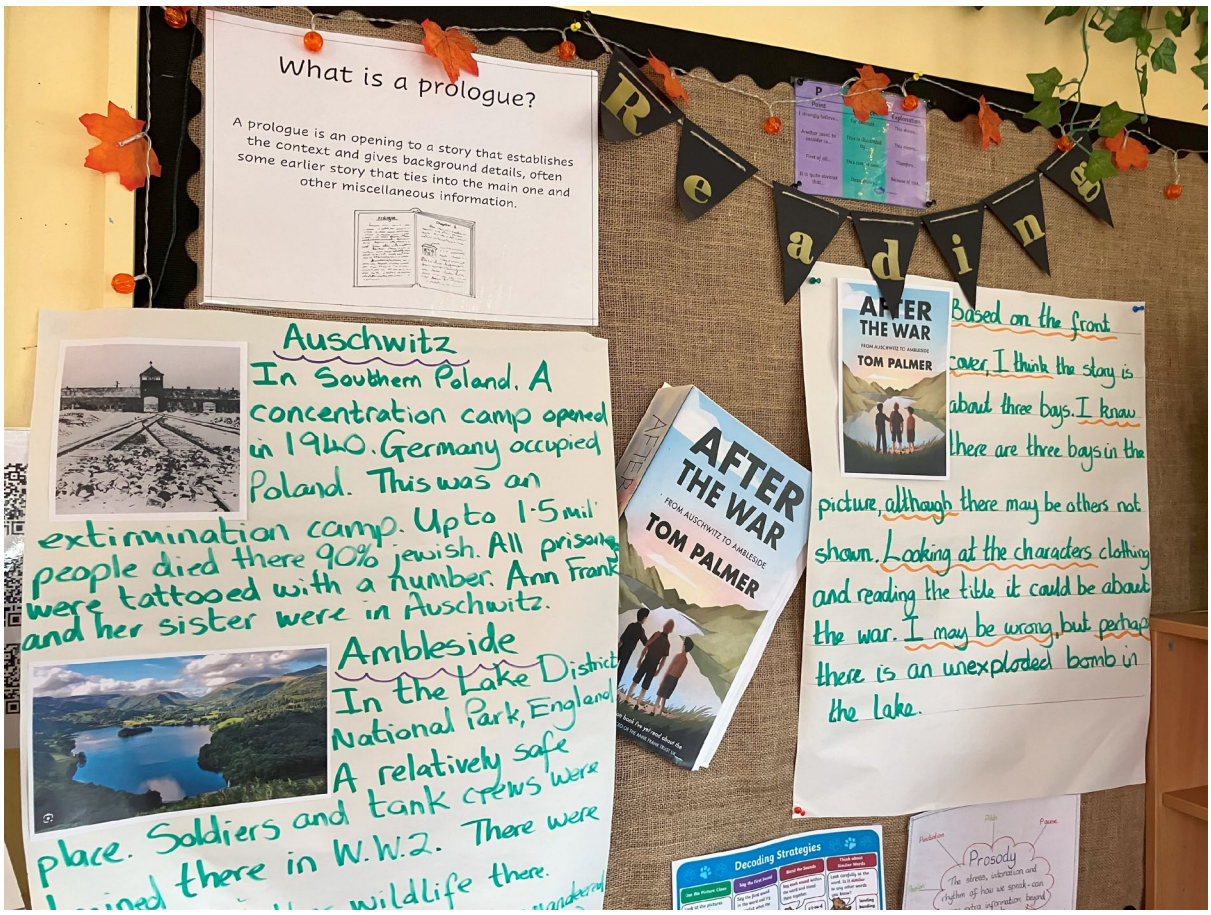
How will my child be able to contribute their views and how will he/she be involved in the process?



Is essential that, even from an early age, learners are included in decisions made on their behalf about their education. **Pupil voice may be gathered through a Pupil Passport** or through discussion with the classteacher, teaching assistant or SENCO.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always **value the views of all individual learners** and listen to their opinions about issues which affect their lives.

How will the curriculum be matched to my child's needs?



Adaptation is key to meeting the needs of all learners and this is an essential part of what we call **'Quality First Teaching'**. Teachers make learning accessible in a variety of ways including changing the outcome, providing supportive resources and using adult support. By adapting, teachers can ensure they are meeting the needs of the learner appropriately therefore increasing the chance of success.

If a learner has a physical need, then our academy is very well resourced to meet these needs, providing a variety of equipment for use by individual learners e.g. iPads, scanners, visualisers, light box.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?



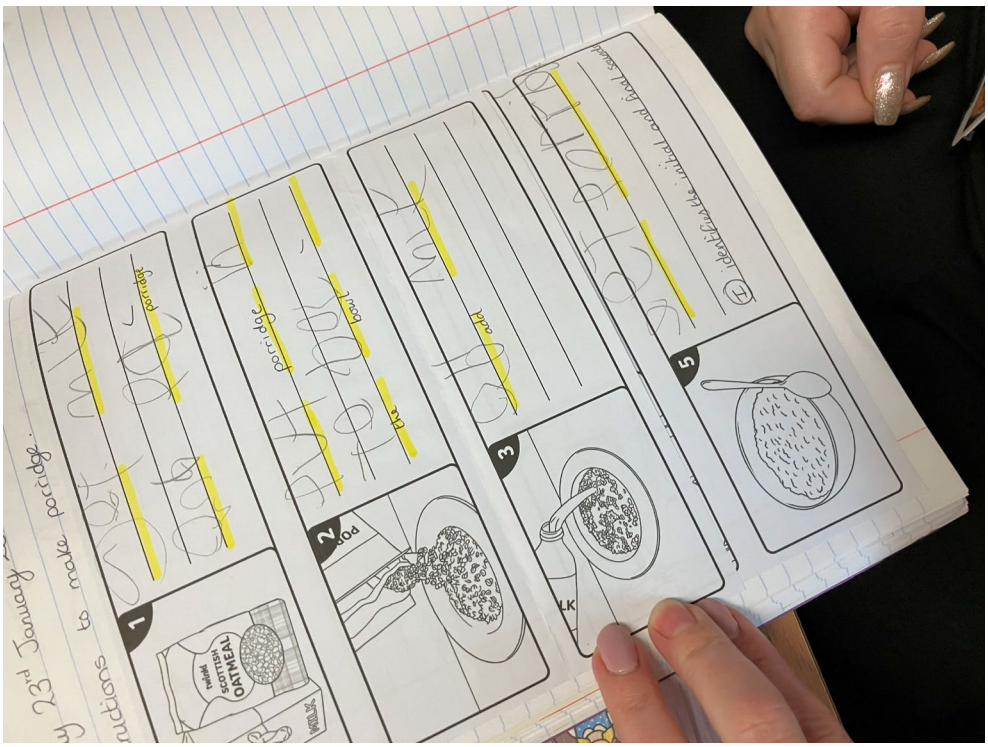
Parents' Meetings are held termly when attainment and progress are discussed. Where learners have a learning plan or EHCP in place then the targets for their learning plans are discussed at these meetings. Parents can also **access their child's learning plan online** to make comments.

When a learner has an EHCP, a review meeting is held, at a minimum, **annually**. All personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, home/school books are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress, but brief discussions at the classroom door are welcomed too.

An appointment with the teacher or SENCO can be made at any other time during the academic year to address any parental concerns, but **initial queries must be made to the classteacher in the first instance**.

How does the school know how well my child is doing?



Assessment is an **on-going tool used by teachers to plan appropriate work** for the learners in their class. Over a term, teachers gather the assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learner progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the Summer Term. Statutory SATs assessments are administered to learners in Y6 and in Y4 learners will access the multiplication check. All year groups will complete non-statutory assessments, at key points in the year, to inform their teaching and ensure that children are making progress.

For learners on the SEN register, the teacher and SENCO may feel it is appropriate to assess them against the **expectations of an alternative year group**. For example, a learner in Y4 may be assessed against the expectations of a Y2 learner. For some learners, whose attainment is below the expectations of Y1 then the Pre Key Stage standards are utilised through a platform called Cherry Garden.

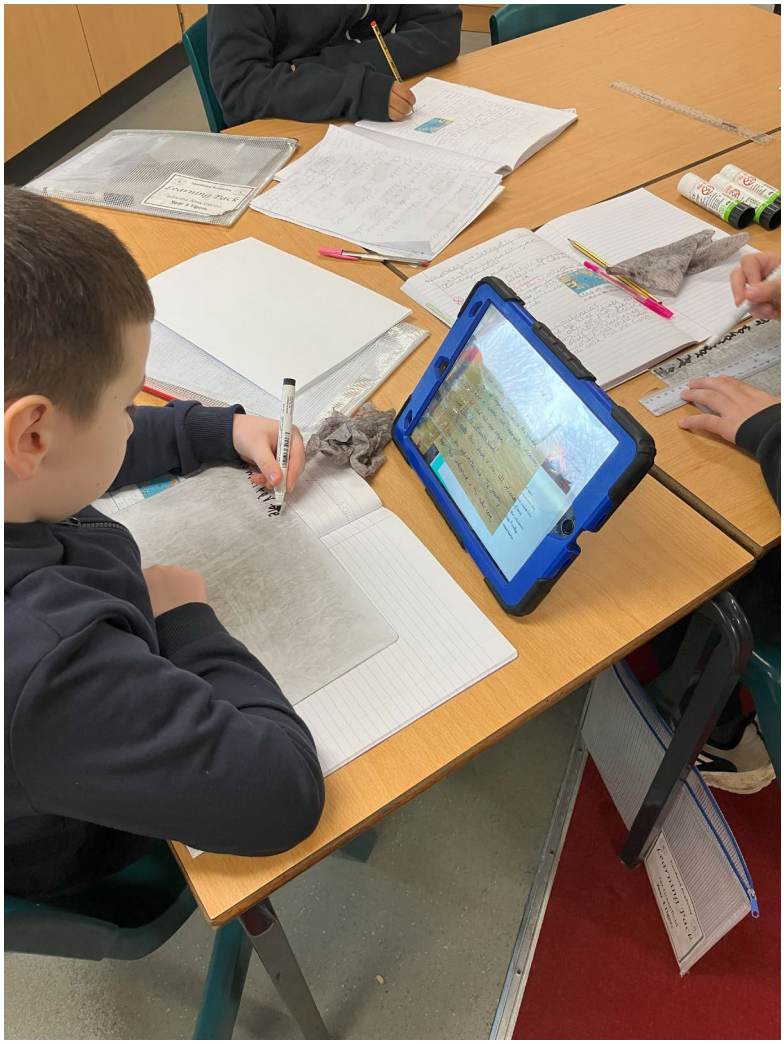
How will my child be included in activities outside the classroom including school trips?



Our academy runs an extensive range of extra-curricular activities and we welcome **attendance from all** learners.

When considering visits out of school, including residential ones, all individual learner needs are taken into account e.g. adult support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child, subject to an appropriate DBS check and/or risk assessment.

How accessible is the school environment?



All premises are **fully accessible to all**. A lift has been fitted to provide access to a first floor room used by staff only.

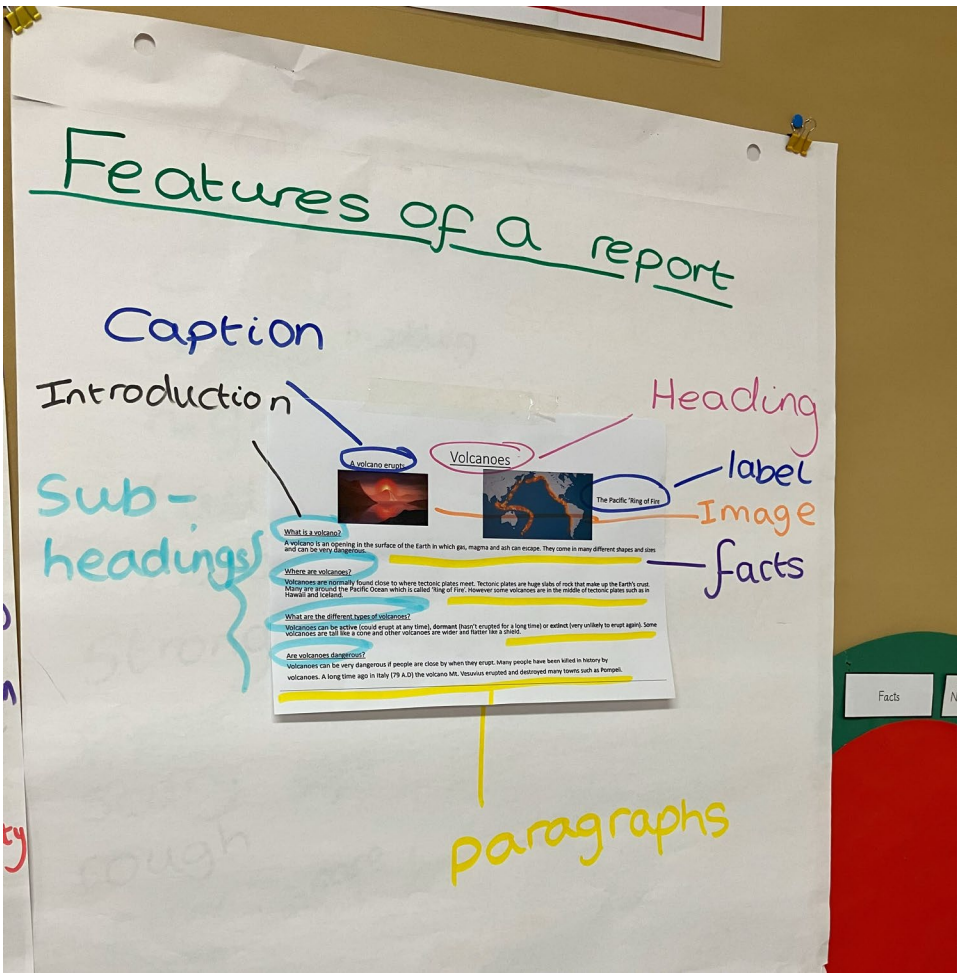
Where necessary, for learners with complex additional needs, Personal Emergency Evacuation Plans (PEEPs) are agreed in consultation with the teacher, TA and SENCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

Toilet facilities for disabled visitors are available. We also have a **specialist hygiene suite** for changing learners, complete with a mobile hoist and showering facilities.

There are disabled parking bays provided for parents/carers to drop off and pick up their children or the school has roadside parking which facilitates ease of access.

Further details of accessibility can be found in the accessibility plan on our website.

My child is disabled, can they still attend your academy?



We are **proud of the inclusive nature of our school** and we will endeavour to ensure that all children can be admitted into our settings, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make **'reasonable adjustments'** to the facilities and activities made available to our learners.

How will the school prepare and support my child to join the school?



Prior to a learner entering school in Foundation Stage, the class teachers and SENCO, **visit the pre-school settings** where they meet with the key workers of any learners with SEND. The SENCO may also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into school to familiarise themselves with their new surroundings, routines and personnel. This may take the form of **extra, planned transition** visits.

When learners join mid-year they are provided with a **buddy** to help them settle into the new environment. There is close liaison with the learner's previous school setting and all data and relevant information is exchanged.

How will the academy prepare and support my child to transfer to a new class or school?

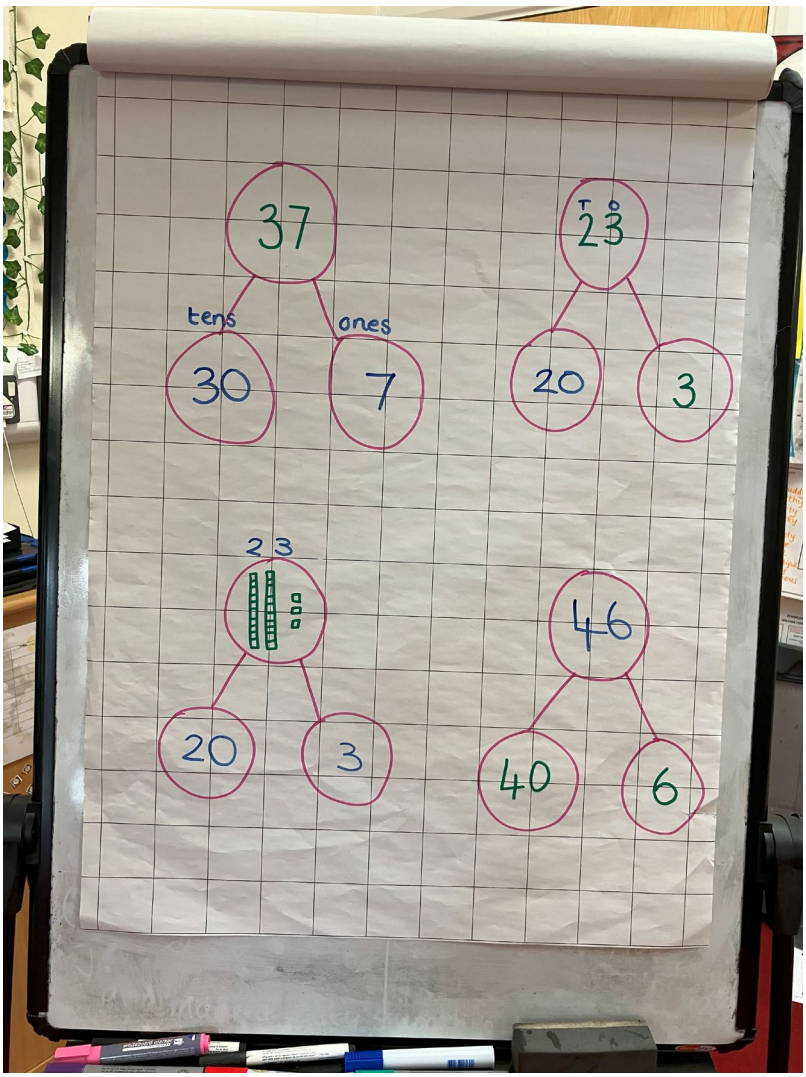


When learners move from one year group to the next, the learners will have a **transition time** set by the academy where they will go to their new classroom and meet their new teacher. **Extra transition visits** may be offered for children to familiarise themselves with their new learning environment.

The SENCO will arrange for teachers to view the SEND files for the learners, so that they can familiarise themselves with the needs of the learners and the provisions which need to be in place from September.

For learners transferring to Secondary school, **transition visits are encouraged** and **meetings will be held between the settings** to ensure needs are discussed for individuals.

How can I be involved in supporting my child?



Parents are fully encouraged to work in partnership with the academy to support their child's learning. **Parents are encouraged to support their children** with their homework e.g. reading, numeracy games, and to attend events such as fundraisers, open days/evenings, parents evenings etc. Classteachers can advise how to support your child further.

How does the academy monitor the effectiveness of the SEND support available?



The SENCO, supported by the headteacher and senior leadership team, is responsible for **monitoring the provision** for learners with SEND. Through a cycle of monitoring activities they ensure that **learners with SEND have the right provision** to meet their needs.

The quality of SEND provision is then **quality assured** by the Trust education directorate which reports regularly to the Trust Board.

Staniland Academy has been awarded the **Inclusion Quality Mark** and displays the **Centre of Excellence** logo for inclusion. This means that the school is regularly visited by the awarding body, to continue ensuring that Staniland provides inclusion across all areas of the setting.

What should I do if I have a complaint about the SEND provision in the academy?



In the **first instance this complaint should be addressed with the Headteacher**. Following this, if you feel the situation has not been resolved, then the academy has a Complaints procedure detailed on our website or alternatively, a copy can be obtained from the school office.

How can I access further information about SEND in Lincolnshire?

Support for parents/carers and families can be found at:

SEND Local Offer - Lincolnshire County Council

Who can I contact for further information?



SENCO emma.barton@stanilandacademy.net 01205 365527

Headteacher rachel.bailey@stanilandacademy.net 01205 365527

Updated: September 2026

Next update due: September 2027