

Stamford Green Primary School and Nursery



**Special Educational Needs and/or Disability
(SEND) Information and Compendium**
Updated 17 October 2025

“Why fit in when you were born to stand out.”

Dr Zeus

What is the vision for children with Special Educational Needs and/or Disability (SEND) at Stamford Green?

It is our vision that:

- We are committed to making sure all our pupils have the chance enjoy their learning and have access to tailored support, to enable them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is adapted to the needs and abilities of pupils, no matter how varied.
- We provide opportunities through the wider curriculum to nurture children's strengths and build their self-motivation.

Our curriculum is brought to life, for children with SEND, through our seven commitments:

HAPPINESS

We aim for all our children to have a happy time whilst at school as we know that happy children are more likely to learn. We strive to ensure all children are happy to come to school; happy to engage in lessons and do not feel disadvantaged because of SEND. We promote personal development and well-being where happiness and welfare are prioritised. We will provide children with SEND access to all aspects of school life, making reasonable adjustments, as necessary so that they can fully engage and participate in learning alongside children who do not have any additional needs.

INSPIRING

We inspire our children to want to learn and be the best they can. We recognise that each child has their own individual starting point and it is upon this that we build and target every child to make progress.

The 'graduated response' approach is a way of meeting needs through effective implementation of support before moving a child onto higher levels of support by following the assess, plan, do and review cycles. Class teachers use this strategy when planning and devising support for children in their class who may require additional help. We will ensure that children have the opportunity to enjoy all curriculum subjects so careful timetabling of our additional provision takes place.

Our aim is for children to keep up, rather than have to catch up and as a result any programmes of extra support that the school uses has this emphasis too.

LEARNING

To ensure that all our children make progress in their learning from their starting point, we create an Additional Needs Timetable (ANT) to support the children on our SEND register. The ANT directs additional adults to identified children. Each adult has access to information regarding the support that each child needs, their strengths and any barriers to learning.

Assessment and provision is proportionate to identified need and is not reliant on a diagnosis.

We use Subject Specific Provision to ensure rapid progress in a subject e.g. Read Write Inc. (RWI) Fresh Start, Comprehension Express etc. This systematic approach ensures children aren't in and out of class and missing parts of a lesson.

We use Masterclass Provision for a planned fixed time framed intervention that, follows a designated programme e.g. Fast Track Tutoring, ELSA etc.

In response to teacher assessment regarding learning, we use Tutoring Provision e.g. Early Bird Maths.

We continually assess the children's achievement to ensure that we are identifying and prioritising and meeting individual needs effectively.

In class, lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

TOGETHERNESS

We will work together with parents/carers closely to identify a child with SEND. We will communicate with children and parents/carers and involve them in target setting, and decisions about support. Regular contact with class teachers will be planned termly through Parent Carer Teacher Consultations (PCTC) and also through termly SEND PCTCs. These meetings will happen on alternate half terms, to ensure current progress and information is shared. The Deputy Headteacher for Inclusion (SENDCo) will also attend the same of the SEND PCTCs to provide continuity, oversight, advice and additional strategies. Signposting additional resources and support will also form part of these discussions.

In addition, families of children with SEND, will be invited to half termly coffee mornings to share ideas and signpost support. Any support from outside agencies will be co-ordinated by school and parents/ carers will be kept informed.

VALUES

We model and explicitly teach children to demonstrate our twenty two school values throughout our curriculum. Maintaining resilience and learning to be resilient can be particularly challenging for children with SEND especially if they compare themselves with their peers. To develop resilience, we have created an ambitious curriculum that has opportunities within it and our approach to learning supports having a go and breaking a task down so it can be achieved. To support this, we have created rewards that focus on children's effort rather than just their attainment.

We focus our efforts so that our children feel safe and valued. They know that they can approach staff and that their opinions and any concerns are valued.

We have high expectations of our children and teach them to have high expectations for themselves. We look for the talent in every child and for example, a child with ADHD who struggles to maintain focus in lessons, may excel in sports and be an ambassador when representing the school in a tournament.

We want all our children to all feel part of the Stamford Green family, whatever their additional need might be.

AMBITION

Our ambition is for every child with SEND to become a confident individual, living fulfilling lives. Teachers set high expectations for all children, whatever their prior attainment. We want each child to achieve their best and learn strategies to be independent and successful. Our curriculum has been created to encourage children to be curious and ask questions.

Individual Support Plans (ISP) are created for each child with SEND by their class teacher. These plans are created with the child at the forefront and input is sought from parents/carers. The plans recognise each child's strengths and barriers alongside laying out ambitious targets for the term ahead.

In school, these targets are reviewed fortnightly and adapted to ensure that they are realistic. We want each child to be ambitious and feel positive about their efforts.

We are ambitious for our staff by ensuring that their Continuing Professional Development and Learning (CPDL) continues to evolve to ensure that all teaching staff are knowledgeable and confident in supporting the needs of all learner that they work with.

Our rigorous induction programme includes a robust focus on additional and special educational needs.

ACHIEVEMENT

We are committed to offering all pupils the chance to thrive and fulfil their aspirations and potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. This can take the form of various reasonable adjustments or strategies being deployed. One strategy we use is scaffolding. Scaffolding provides simple strategies such as task boards to break down a task to manageable tasks so a child can complete the task independently. The aim is that once a strategy is taught and practised, a child will be able to use the strategy independently – I do, we do, you do.

We aim for children with SEND to achieve their ISP targets and demonstrate progress via their ISP targets. Alongside this, class teachers will be delivering the curriculum so that pupils can meet or exceed national expectations for similar children at statutory assessment points during their primary years.

By the end of Year 6 at Stamford Green, our children with SEND will...

Behaviours	Be independent and demonstrate strategies that they have learnt during their academic journey to manage their emotions and needs. Children will recognise how to behave in different situations and recognise the expectations of behaviour.
Attitudes	Children will have a positive attitude to learning. They will have a growth mind set and demonstrate resilience when they find something difficult.
Skills	Demonstrate similar skills across the curriculum to their peers. Children will have strategies to support their difficulties e.g. using a task board to be independent.
Knowledge	Through a broad and balanced curriculum, children will find interests and opportunities in different curriculum subjects. As they enter secondary school, children will be able to use their knowledge in new subject areas that they may not have studied at primary school.

Experiences	Join in the many thrive experiences where possible, that we offer including after school clubs, residential and day trips. They will have knowledge and acceptance of our multi-cultural society. They will have the opportunity to represent the school in sporting activities whether competitively or in friendly games.
Technology	Be able to use technology as an effective tool to help their learning e.g. iPads, Chrome books. Children will know how to use the resources independently to best support their own learning.
Sustained	Children will be familiar with a range of strategies to scaffold their learning so they can reach their potential and make a successful transition to secondary school and beyond.

SEND Information

At Stamford Green Primary School and Nursery we are committed to providing high quality education to every child. We believe that all children, including those identified as having Special Educational Needs or a Disability (SEND), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and that they should be fully included in all aspects of school life where and when they are able. Our practice and policy at Stamford Green is compliant and in line with the Code of Practice and our SEND policy was written in collaboration with all our stakeholders and can be found on our website along with further documentation and signposting for SEND that you may find useful.

Partnership

We aim to identify children's learning and social emotional difficulties at an early stage and we endeavour to work with you to support each child. If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher via parents@stamford-green.surrey.sch.uk or Mrs Kathryn Dray (Deputy Headteacher for Inclusion) parents@stamford-green.surrey.sch.uk to discuss your concerns.

Definition: According to the Code of Practice (2015) 'A child has SEN 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 has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of the others of the same age, or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' 'Special educational provision is additional to or different from that made generally for other children of the same age by mainstream schools.'

For some children, with more complex needs an Education, Health and Care Plan may have already been issued before they start school; we recognise that children can experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support his/her needs. Once a child is identified as having difficulties in learning or in the areas of social, emotional or issues of mental health the school will support them through SEND Support and may place the child on our Special Educational Needs and/or Disabilities register.

The four broad SEND 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Stamford Green, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and /or Disability.

Transitions

There is an effective process in place to support and plan for children joining and leaving their settings. Primary school staff work in partnership with previous settings, including Early Years provision, to ensure the needs of the child are understood and planned for. Enhanced arrangements are made for pupils with additional and special needs. Secondary school staff plan transition days for school children joining the school, includes in-year transfers where possible.

Children are supported to understand and manage transitions and predictable changes in their lives. Staff are aware of those who will need additional support for all or most transitions and plan for this. Staff understand how change may affect children and how to support them.

SEND Information

	Questions	School Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<ol style="list-style-type: none">1. At Stamford Green, we regularly discuss any concerns we have as well as celebrate achievement.2. Parents/Carers are encouraged to speak to the Class teacher (CT) about any concerns they have. Our email address parents@stamford-green.surrey.sch.uk can be used as a point of contact.3. We track the children's progress in a cycle of Assess, Plan, Do and Review. We have systems in place to use data to support tracking. These include:<ol style="list-style-type: none">a) Daily observations and assessments in the class setting.b) Pupil conferencing/feedback.c) Progress checking against age related expectations (ARE).d) Pupil Progress Reviews (PPR).4. Every teacher in our school is a teacher of SEND and if at any point, a teacher feels that a child may need extra SEND support/provision, the schools Special Educational Needs Co-ordinator (SENDSCO), Miss Burgess, may also become involved. Our 'Graduated Response' document explains our approach in further detail.5. The SEND Policy is reviewed regularly by the Deputy Headteacher: Inclusion and Governors.6. Notification from outside agencies e.g. Health Visitor, Paediatrician.7. It is the responsibility of the parent/carers to share any reports from outside agencies.
2	How school staff support my child?	<ol style="list-style-type: none">1. Having identified needs, we create a one-page profile with the child and Parents/Carers. This individual document aims to reflect how each individual learns best.2. The CT then creates an Individual Support Plan (ISP) with individual targets to accelerate learning. Miss Burgess co-ordinates provision to support the child to meet their targets through evidence-based interventions.3. Interventions are provided by a variety of staff including Deputy Headteachers (DHT), Class teachers (CT), Teaching Assistants (TA) and Pupil Support Assistants (PSA).4. We use Subject Specific Provision to ensure rapid progress in a subject e.g. Read Write Inc. (RWI), Comprehension Express, Fluency Bee etc. This systematic approach ensures children aren't in and out of class and missing parts of a lesson.

		<ol style="list-style-type: none"> 5. We use Masterclass Provision for a planned fixed time framed intervention that, follows a designated programme e.g. Fast Track Tutoring, ELSA etc. 6. In response to teacher assessment regarding learning, we use Tutoring Provision e.g. Early Bird Maths.
3	How will the curriculum be matched to my child's needs?	<ol style="list-style-type: none"> 1. All teachers use Quality First Teaching to support less able children and challenge the most able children. Our teachers have high expectations for all our children and never put ceiling on a child's learning. 2. Effective planning of lessons that build on prior learning. 3. Strategies to support children's learning include: <ol style="list-style-type: none"> a) Learning without limits programme where children choose the level they feel that they can access. b) Maths mastery, where learning is stepped up in each lesson through the use of 'Fathoms'. c) Learning is scaffolded e.g. through the use of visual prompts, task boards etc. to maximise independence. d) Chunking learning into smaller sections for children who find it tricky to focus. e) Repeating instructions in simple language for children with Speech and Language difficulties. f) Using metacognitive approaches to help the child to make links and understand new language. g) Using Rosenshine Principles of instruction, Tom Sherringtons' Walkthrus. h) Retrieval is used to help children transfer their learning to their long term memory. i) Key vocabulary is introduced and referred to throughout the lesson.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ol style="list-style-type: none"> 1. Your child's ISP is reviewed and shared with Parents/Carers three times per year with the class teacher (SEND PCTC). The SENDCO will attend one of these meetings. 2. Parents/Carers are invited to look at children's work once per term at Class Open Time. 3. Each Monday, Parents/Carers are emailed the Weekly Information which states what the child will be learning that week. This provides an opportunity to pre-teach your child. Coloured boxes to highlight key messages. 4. Parents/Carers are invited to a variety of workshops such as supporting reading, Read Write Inc., maths, anxiety etc. 5. Our school website provides a valuable resource for learning e.g. Curriculum Compendium, Progress in calculation, How to support your child's learning etc. https://stamford-green.surrey.sch.uk/ 6. Learning Journals, which reflect each child's personal targets. In addition, the Learning Journal includes spelling expectations etc. 7. Homework including One Minute Reads 8. Notice boards at both East and West Gate, reminding parents/carers of upcoming events
5	What support will there be for my child's	<ol style="list-style-type: none"> 1. Every learner has a named professional they can talk to, should the need arise. For the majority of our children, this will be the class teacher.

	overall well-being?	<ol style="list-style-type: none"> 2. Positive pupil attitude encouraged through school values with a nurturing ethos. 3. Personal, Social, Health and Economics curriculum, which includes Mindfulness through the Zones of Regulation. 4. All staff are first aid trained. 5. Regular monitoring of attendance with a rigorous attendance policy and support from staff to maximise attendance. 6. SEND Policy, Behaviour policy, Anti-Bullying Policy, Equality Policy, Safeguarding Policy, and Whistleblowing Policy. 7. Better Box which is monitored by School's Emotional Literacy Support Assistants (ELSA). 8. Kindness Ambassadors support children out in the playground and through other Pupil Leadership opportunities. 9. Pupil voice heard at School Council meetings with class representative. 10. Pupil Leadership – Head boy and Head girl with deputies, house captains, prefects etc. 11. Activities during unstructured playtimes such as Library Club, 'Craze of the Week', playground zones which are on a rota and our Exploration Areas. 12. East Gate Play area and Quad provides two smaller playground provisions. 13. Extra-curricular clubs (free of charge internal clubs and fee-paying external clubs). 14. Lunchtime supervisors and Extended services staff are teaching assistants and therefore familiar with the children and school policies. 15. Twice weekly staff diary meeting to share information about children to be aware of and offer TLC to. 16. Open door communication with staff. 17. A member of ELT is available at both gates to answer any parental questions.
6	What specialist services and expertise are available at or accessed by the school?	<ol style="list-style-type: none"> 1. All of our teachers hold qualified teacher status and receive regular training. 2. Some of our staff are trained in specialist areas to support special educational needs including Emotional Literacy (ELSA), for those children with difficulties with attachment, autism awareness, bereavement and anxiety. 3. For a small minority of children identified with SEND, SG can refer to outside agencies for support. These include: <ol style="list-style-type: none"> a. Educational Psychology and Specialist Teacher Support (Learning and Language Support & Behaviour Support). b. Speech and Language Therapy Service. c. Occupational Therapy. d. Hearing Support Service. e. Visual impairment Support Service. f. School Nurse. g. Physical and Sensory Support Service. h. Child and Adolescent Mental Health Services (CAMHS). i. Primary Mental Health Adviser (Mindworks). j. Children's services. k. ASD Outreach Service. l. Jigsaw4U Bereavement service. m. First Aid training including use of Epipens and Inhalers. n. Barnados.

7	How will my child be included in activities outside the classroom including school trips?	<ol style="list-style-type: none"> 1. Our Equality Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable Parents/Carers/carers are consulted and involved in planning. 2. We aim for all children to be included in all school trips, both day and residential where possible. 3. Reasonable adjustments so that children can join in with activities where possible. 4. Extra staff used as necessary. 5. Risk assessments are made before trips take place recorded on Surrey's Evolve system. 6. Parent meetings held for residential trips with specific SEND parent meetings where needed. 7. Parents/Carers can discuss any medical needs and accompany their child if it is considered beneficial, appropriate or necessary. 8. Other adults made aware of needs of SEND pupils attending after school clubs. 9. Recommended adult to child ratio adhered to on Educational Visits and additional adults are taken to support as per the risk assessment. 10. Working in partnership with Parents/Carers to minimise additional risks 11. For children who are anxious about change, they are prepared in advance with social stories.
8	How accessible is the school environment?	<ol style="list-style-type: none"> 1. We have an Accessibility Plan and as such make every effort to make reasonable adjustments; where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We are vigilant about making reasonable adjustments where possible. <ol style="list-style-type: none"> a) The school has steps out of most classrooms and as such is difficult for wheelchair users but there are routes through the school without steps. b) There is a lift to access the West Wing from the East Wing. c) School has accessible toilets. d) Regular Open Days, coffee mornings for Parents/Carers to view the setting and ask relevant questions. e) Robust induction programme. f) Clear communication through website, learning journals, morning communication books to liaise with staff. g) One level with ramp outside, access available for where there are steps. h) Steps have handles. i) Accessibility Plan showing environmental and curriculum adaptations and how information can be accessed by Parents/Carers.
9	How will the school prepare and support my child to join the school, transfer to a new school	<ol style="list-style-type: none"> 1. Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We have good relationships with our feeder schools and settings that children move onto after Year 6. 2. Collective Worship/Assemblies with a focus on transitions

	or the next stage of education and life?	<p>3. Nursery/Reception</p> <ul style="list-style-type: none"> a) Consultation with Parents/Carers about children's needs and interests. Phased entry for each pupil. b) Induction meeting for new pupils and/or Parents/Carers. c) Information about pupils gathered in "All about me" to inform new staff about pupils. d) Additional short visits with and without Parent/Carers to build confidence. <p>4. Transition between classes</p> <ul style="list-style-type: none"> a) All pupils have a session in their new classroom with their new class teacher at the end of the summer term, before move up in the autumn. b) Handover meetings between class teachers at the end of the academic year. c) We receive support from external agencies for pupils who may require some specialist help concerning transition to secondary school. d) Parent Open Morning meeting in the previous July to prepare for the new year group. e) A picture and a short biography of their new teacher is sent home in advance. this also includes a social story. f) New Class Special Newsletter including supportive social stories. g) Story time with their new teacher. h) Classroom visits. i) Meet the teacher morning. j) Opportunity to practice routes in to their new classes. k) Additional adults outside to support children to find their classes in September. l) In some year groups (at the end of Year 1 and Year 3) the classes are mixed to benefit the children educationally and socially. <p>5. Transition between schools and year groups</p> <ul style="list-style-type: none"> a) Receiving secondary schools come in to meet with current pupils and staff in summer term. b) SEND needs discussed between current and new SENDCOs and Aspire Meetings. c) Termly open days. d) Clear communication between school and previous/next setting e) School Record sharing. f) Secondary School SENDCOs are invited to the final Annual Review of an Education Health Care Plan (EHCP) in Year 6.
10	How are the school's resources allocated and matched to children's special educational needs?	<p>1. Pupils needs are assessed and extra support is organised by the SENDCO. Additional funding for individual pupil may be provided through an EHCP awarded by the Local Authority</p> <ul style="list-style-type: none"> a) small group rooms. b) Corridor small group tables. c) iPads/ Chromebooks. d) All resources are allocated on a timetable according to provision mapping system. e) Additional support is provided to accelerate learning and encourage independence.

11	How is the decision made about what type and how much support my child will receive?	<ol style="list-style-type: none"> 1. The SENDCO decides in consultation with staff about what additional appropriate provision to put in place. 2. Concerns for particular pupils raised by class teacher to SENDCO based on day to day observation. 3. SENDCO highlights underperformance in termly assessments. 4. SEND interventions put into place to 'narrow the gap' within constraints of school budget. 5. Parents/Carers are kept informed of current SEND interventions taking place on a termly place. 6. Support from outside professionals (see Q 6) requested by SENDCO 7. Parental permission requested before any outside professionals are consulted. 8. Universal provision within the classroom setting according to individual need. 9. Graduated response indicates level of provision according to criteria 10. Pupil progress tracking indicates lack of progress which triggers additional support. 11. All Targeted and Specialist interventions are monitored for impact and outcomes on class provision maps, which is monitored by the DHT, LMT and Governors.
12	How are Parents/Carers involved in the school? How can I be involved?	<ol style="list-style-type: none"> 1. We believe in developing and building relationships with Parents/Carers, to support a child's learning, needs and aspirations together. We operate an open-door policy. 2. Parents/Carers are invited to contribute through a number of means. We host regular parent forums and surveys in order to listen to feedback. Our Governing Body includes Parent Governors. 3. Communication channels include: <ol style="list-style-type: none"> a) Learning Journals, morning communication books. b) Up to date communication from school (weekly information e-mails, newsletter, website, Instagram). c) Email/telephone calls/ meetings. d) Parent workshops. e) Attending, Parents/Carers' evenings, class open afternoons, class assemblies and events. f) Volunteer Parent Readers. g) PTA events. h) Coffee morning events i) Adhoc communication with staff on gate duties every morning. j) Any concerns are raised as early as possible in a pupil's school life. k) Member of the ELT available at the end of the day at both gates to answer any questions. 4. When relationships are at the heart of everything we do, the community feels connected, there is increased engagement, and everyone thrives both socially and academically. 5. Relational practice is about proactive relationship building and maintenance, reducing conflict and enabling resolution and repair.
13	What is the role of the SEND Governor?	<ol style="list-style-type: none"> 1. All Governors are responsible for the following and this is monitored by the Children and Learning Committee: <ol style="list-style-type: none"> a) Making sure that the school has an up to date SEND Information available on the school's website. b) Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children. c) Making sure that the school's SEND funding is appropriately spent.

		<p>d) Making sure that the necessary support is made for any child who attends the school who has SEND.</p> <p>e) Making visits to understand and monitor the support given to children with SEND and to ensure that every child maximises their potential.</p> <p>2. The Governors can be contacted via clerk@stamford-green.surrey.sch.uk</p>
14	Who can I contact for further information?	<p>1. In the first instance, Parents/Carers are encouraged to talk to their class teacher via parents@stamford-green.surrey.sch.uk.</p> <p>2. Further information can be obtained from Miss Burgess (SEND CO) via parents@stamford-green.surrey.sch.uk</p> <p>3. Surrey Parent Partnership provides impartial and independent information, advice and support to Parents/Carers of children with special educational needs (01737 737300 spp@surreycc.gov.uk)</p> <p>4. Surrey Local Offer also outlines additional support available in the local area: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</p> <p>5. Mindworks Surrey is an emotional wellbeing and mental health service: https://www.mindworks-surrey.org/</p> <p>6. Learners' Single Point of Access (L-SPA): https://www.surreylocaloffer.org.uk/lspa</p> <p>7. SEND Advice Surrey https://www.sendadvice.surrey.org.uk/</p>

The four areas of need for SEND

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties. • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, dysregulation, depression or an eating disorder. • Neurodivergence. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p>

Graduated Response

Where it is decided that additional support and provision is needed for an individual child, we apply this four part model outlined in the SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



What are the different levels of support available at Stamford Green?

High Quality Teaching

'High Quality Teaching' considers the needs of all children which then informs planning and delivery to make learning accessible.

Ordinarily Available Provision

The term 'Ordinarily Available Provision' (OAP) refers to the school's approach to inclusive education based on individual needs. It removes barriers to progress and supports the development of every child. It forms part of everyday provision that schools are expected to deliver, within their resources and is available to all children as part of high-quality teaching and learning practice.

Targeted Provision

Targeted provision aims to accelerate learning. The children who are identified as needing targeted provision will have a significantly greater difficulty in learning, than the majority of others of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

This provision is additional to and different from our universal offer (everyday personalised learning).

External support services play an important part in assessing, offering advice and setting targets, although support from some outside agencies is limited by the Local Authority.

Reasonable adjustments

All children should be helped to fulfil their potential. Reasonable adjustments can help to create equity by minimising the disadvantages that children might face compared with their peers. Most reasonable adjustments are amendments made to policy and practice, that are straightforward to implement, where teaching staff recognise barriers to learning and see the benefits the adjustments have for children. Whilst there is no requirement to change policies for all pupils, adaptive learning environments provide the best opportunities for all children to succeed. Whilst it is not possible to say what is and is not reasonable, because situations and circumstances are different, schools are encouraged to consider the following when thinking about the reasonable adjustments they can make:

- What is already in place?
- Cost and resources available to the school
- Potential impact/outcomes
- Is it practical?
- Health and safety requirements
- Impact on school standards (incl. academic, musical, sporting)
- Interests of other pupils and prospective pupils

Communication and Interaction

Ordinarily Available Provision	Targeted Provision
<ul style="list-style-type: none">• Rich language environment with key vocabulary identified for each lesson.• Reduced language for instructions to ensure understanding• Visual prompts• Talk partners to encourage learning through dialogue• Articulation of speech modelled by all adults	<ul style="list-style-type: none">• Engage attention by using the child's name• Adults to consider information carrying words when speaking to a child with language difficulties• Visual prompts to support language• Provide processing time• Repeat instruction and simplify language if required• Repeat back and expand verbal sentences• Pre-teach key vocabulary• Picture exchanges for instructions• Attention bucket activities• Encourage non-verbal communication e.g. eye contact, gesture etc.

Cognition and Learning

Ordinarily Available Provision	Targeted Provision
<ul style="list-style-type: none">• Clear learning targets• Clear success criteria/Toolkit so children can identify what they need to do to do well• Effective planning that builds on prior learning• Accurate formative and summative assessment reviewed termly	<ul style="list-style-type: none">• Read Write Inc. phonics programme• Fast track tutoring• Comprehension Express (Y4,Y5 and Y6)• Early Bird Maths• Fluency Bee• Task broken down into manageable chunks – Task board• Regular body breaks• TEACCH (structured teaching)

<ul style="list-style-type: none"> • Core Learning Statements across the curriculum • Effective targeted differentiated questioning, modelling and explaining by the teacher • Assessment for learning • A range of teaching styles for visual, auditory and kinaesthetic learners • Individual learning targets • Differentiation through task, resource and support • Cold calling to encourage maximum participation • Verbal and written feedback • Talk partners (changed regularly) • Fluid grouping – ability, mixed ability and friendship grouping • Whole class, small group, paired and individual • Modelling handover – I do, we do, you do 	<ul style="list-style-type: none"> • • Backward chaining i.e. build a task from the last part of the task • Ask the child to repeat what the sequence of the activity is • Support with children with an additional language • Scaffolding • Metacognition • Processing time • Praise to boost self-esteem • Peer assisted learning • Open Dyslexia font • Tinted English books • Coloured Overlays
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Social, Emotional and Mental Health

Ordinarily Available Provision	Targeted Provision
<ul style="list-style-type: none"> • Children reminded that they are safe and valued • Clear high expectations – behaviour code, routines • Visual prompts • Zones of Regulation • Social stories/comic strip conversations • Visual timetables in every class • Individual/group rewards/sanctions • Positive specific praise • Support with transitions • Values school environment • Culture where individual strengths are celebrated • Buddies • Whanau – Mixed year group community groups, discussing pertinent and local issues e.g. postcards of kindness • Diversity, Equality, Inclusion and Belonging (DEIB) assemblies • Comprehensive PSHE and RSE curriculum including relationships, all about me, online safety etc. • Building self-esteem/ reducing anxiety programmes • Social skills through the curriculum and explicit modelling. 	<ul style="list-style-type: none"> • Co-regulate and self-regulation strategies • Zones of Regulation • Job of responsibility • Use of two choices to allow the child to have some control • Building Self-Esteem • Individual visual timetables • Monitoring through Frequency and Severity • Concentration aids, TheraBand, sit n move cushion • Ear defenders to aid focus • Opportunities for 'time out' to self-regulate • Safe place/ quiet area/ nook • Busy box/ alternative learning • Individual behaviour targets • Positive behaviour programme • Managing anxiety/ emotions • Body breaks including heavy load • ELSA available to support separation anxiety in the morning. • Small group or Individual sessions with the therapy dogs (Bella, Luna and Max) • Positive walkaways • Positive scripts/ language to re-direct and distract • Flexible and creative use of rewards • Use of social stories with identified triggers

<ul style="list-style-type: none"> • Emotional Literacy Support Assistant • Therapy dogs (Bella and Max) • Adult and ELSA to meet children at the gates to support separation anxiety • Twice weekly staff diary meetings to share information about any child who requires TLC. 	
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Sensory and/or Physical

Ordinarily Available Provision	Targeted Provision
<ul style="list-style-type: none"> • Accessibility of equipment • Sitting aids/steps • Purposeful calm atmosphere • Accessible toilet/slopes and handles. • School is on two floors with stairs and a lift to access. • Fine motor development through pencil grips/ scissors • Body breaks • Supervision and support with medication/creams etc. • Coloured overlays • Sensory cushions/ weighted blankets/ fiddle toys/ timers/ sloping boards • Access to ICT support 	<ul style="list-style-type: none"> • Occupational exercises to support hyperactivity • Write from the Start • Specialised writing equipment pencil grips/ sloping board etc. • Support from Physical and Sensory Support Service (PSSS) for Visual Impairment and Hearing Impairment • Support with prescribed resources e.g. glasses, hearing aids etc. • Consider environment and position in the room to remove barriers, obstacles etc. • Use open dyslexic font – avoid ornate scripts • Use concrete materials and hands on experience wherever possible • Maintain a sense of belonging with peers • TEACCH (structured teaching)

Internal Alternative Provision

Please see Internal Alternative Provision Compendium.

Specialist

For a small minority of children appropriate special educational provision cannot reasonably be provided from within the resources available to mainstream schools. Following attempts to accelerate learning through targeted provision, a request to the Learners Single Point of Access (L-SPA) for a statutory assessment can be made. Individual Education, Health and Care (EHC) plans will be based on a co-ordinated assessment and planning process which puts the child and their parents at the centre of the decision making. The statutory assessment process takes 20 weeks.

The Learners Single Point of Access explains the process in detail.

<https://www.surreylocaloffer.org.uk/parents-and-carers/what-is-send/parents-guide-to-the-l-spa>

The EHCP will include:

- The views, interests and aspirations of the child and their parents.
- The outcomes and special educational provision required for the child.

- Any health or social care provision reasonably required by the learning difficulties and disabilities of the child.
- Where there is a personal budget, the details of this and the outcomes to which it is intended.
- The advice and information gathered during the assessment.

Our Therapy Dogs



Bella



Max



Luna

Rationale

Pets As Therapy (PAT) is a nationwide charity that was founded in 1983 and has grown from one PAT Volunteer and her dog to the thousands of supporters today. The therapeutic value of human and animal interaction is now well-recognised and they are the largest provider of organised visits by assessed teams in the UK.

To ensure that all our children have access to both dogs, they come to visit over a lunch time and a play time. The children are taught to be calm and approach the dogs from the front (these dogs have been assessed to make sure that they won't react but all dogs prefer a calmer environment and to see what's coming!). Children learn to offer the back of their hand so the dog can smell each child.

Bella and Max and their owners have been assessed by PAT and are the only dogs allowed on site. Please note, as per our A to Z guide, our no dog policy at school is still in place.

Purpose

Children seem naturally comfortable in the presence of dogs. Schools can use this special relationship to enhance the sense of well-being of a pupil. This contact between dog and child encourages physical interaction which helps to put the pupil at ease. The dog acts as a non-judgemental listener and offers to comfort children who may find school challenging or stressful.

The effects of Pets As Therapy dogs in schools, has many benefits including:

- Reducing stress physiologically (Cortisol levels) and increase attachment responses that trigger Oxytocin – a hormone that increases trust in humans.
- Increase in school attendance.
- Gains in confidence.
- Decreases in learner anxiety behaviours resulting in improved learning outcomes.
- Positive changes towards learning and improved motivation.
- Teaching empathy and appropriate interpersonal skills.
- Development of social skills.