

# SEND information report – FAQs for parents and carers

There is a detailed information report about SEND at Stanley High on our website. Here are some questions that parents and carers who are new to the subject ask us.

## What does it mean to say that a pupil has SEN or SEND?

The terms SEN and SEND are often used interchangeably and stand for Special Educational Needs and Disability.

“A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.”  
The New Code of Practice - SEND 0-25

This means providing help that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

In every school there is a member of the teaching staff who is the SEND coordinator, and responsible for this element of the school. They are referred to as the SENDCO, and in Stanley this is Miss Davenport.

## What is the difference between Quality First Offer and SEND Support?

These terms refer to the two levels of support that are managed within the school.

The basis for Quality First Offer is this: **Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.**

A detailed description of Quality First Offer is available in the SEND information report on the school website. It covers actions that could be taken to help students in the following areas:

- Communication and interaction
- Social, mental or emotional health
- Cognition and learning needs
- Sensory and/or physical needs

If progress is not improving, despite the Quality First Offer actions, then the possibility of introducing further actions will be reviewed. These further actions are SEND support.

## What happens if my child is identified as benefitting from SEND support?

If your child is not making the progress they should, despite the Quality First Offer interventions, then the possibility that they have further special education needs will be explored. If the school decides that it would be helpful, a SEND support plan will be put in place. This is a four-step process:

<b>Assess</b>	Explore the situation, including discussing the situation with the parents or carers.
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<b>Plan</b>	Create a support plan. The plan may have various practitioners allocated to different elements, however there will be one person who has overall responsibility. The plan will be discussed with parents or carers, and may also include actions to be followed at home.
<b>Do</b>	Follow the plan under the guidance of the SENDCO. The plan will be updated with progress and other comments, which can be used during the review phase.
<b>Review</b>	The plan will be reviewed at least once a term with the child and the parents or carer. During the review, the plan may be amended to ensure improved outcomes.

## **What types of things are included in SEND support?**

The support is individual to the child and will be documented in the SEND support plan. The plan may include specific mentoring or other interventions, where this has been proven to help in the area of concern. There may be close working with teaching assistants to ensure that any extra help needed during a lesson can be provided promptly. Stanley is a Physically Disabled resourced school since 2003, and we are fully equipped and resourced for non-ambulant pupils. We also employ a First Aider to help ensure the needs of those with health issues are effectively met.

## **Do I need to do anything?**

The SEND support plan will be discussed with you, and any specific actions or support that are needed will be agreed at that time.

Should we need to seek extra support, such as an Education, Health and Care Assessment, then you will likely be involved, as we would have to demonstrate that the pupil requires provision that is additional and different from the resources ordinarily available at Stanley High School, including those that can be accessed from the Local Authority.

## **If my child is put on a SEND plan, will it cost me any money?**

No. The funding will be provided by the school up to £6000. If more money is needed then we will seek top-up funding from the Local Authority.

## **If my child is not on a SEND plan, will their learning be impacted by others who are?**

Stanley employs teaching assistants who work under the supervision of teachers and are there to help children who need extra support. This is both to help the children who need more attention, and to prevent the teacher's attention being diverted disproportionately from the rest of the class.

## **How is the transition of my SEND child from primary school to Stanley High managed?**

In addition to the transition activities that are available for all children who are coming to Stanley, there is a service for those who may have problems with the move to secondary school. This includes regular visits to school so that the environment and staff become familiar. There is also a summer school which can help with the transition.

## **Is there any difference in the GCSE arrangements for my SEND child?**

During the review of any SEND plan that is in place, GCSE options will be discussed with you. For some children, a slightly reduced number of GCSE subjects may be recommended, with the addition of extra support in their timetable. This could be additional teaching on core subjects such as English and maths, or other intervention to help them achieve their targeted results.

## **How can Stanley High help with the transition to post-16 education?**

Stanley has an active careers programme and plenty of opportunities for visits to post-16 providers. Our SENDCO can advise on post-16 courses and establishments for individuals who experience learning or social difficulties. This will be discussed with you as part of the regular review process.

*If you would like any further information or would like to request a FAQ be added to this document then please contact our SENDCO (Miss Davenport) in the first instance.*

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