

# Stamford Park Primary School

## Special Education Needs and Disability

### SEND Information Report 2025



#### **1. What kinds of special educational needs does the school provide for?**

Stamford Park Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning in which they can reach their full potential academically, personally and socially, no matter what special need is experienced. Children with any special educational need will be treated as fairly as all other applicants for admission.

#### **2. How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. SPSS uses many different ways to screen pupils for special educational needs, for example checklists and a range of diagnostic assessments.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (LA);
- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

The school has in place a tracking system through which the progress of all pupils is monitored. If there are concerns about a pupil's progress or areas of difficulty parents will be invited to meet with the class teacher.

If you think that your child has special educational needs, you should express your concerns with the class teacher, who will be happy to meet with you. Class teachers liaise with the SENCo and together they will decide on any action required to assist pupil progress.

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**3. How will the school staff support my child?**

The school staff will support children with special educational needs in a variety of ways depending on individual needs. There are a range of adults who will provide a range of support:

- Your child's teacher, who will always make sure that all tasks set are differentiated at an appropriate level and accessible for your child;
- Teaching Assistants, who may support children in and outside of the classroom on a 1-1 and/or small group basis.
- The SENCo (Mrs Alicia Williams) coordinates the provision of SEND across the school;
- One of the School Governors (Mrs P Ravenscroft), who works with the SENCo Team in leading SEN in school;
- Sometimes school may commission specialist support to work with identified children with a particular focus e.g. Educational psychologists, Speech and Language therapists and Occupational Therapists.

To ensure our staff have the skills and knowledge to support children with SEN, there is a programme of ongoing training both in school and elsewhere. Recent training has included Dyslexia-friendly teaching, inclusion of children with ADHD and ASD and how to cater for children with difficulties surrounding attachment.

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

Your child's teacher will always make sure that tasks set are appropriate and accessible for your child. For example, this may include: a period of pre-tutoring; use of IT; differentiated recording sheets; modified task; and / or additional support materials.

**5. How will both you and I know how my child is doing and how will you help me to support my child's needs?**

The school has in place a tracking system through which the progress of all pupils is monitored. There are 2 formal Parents' Evenings when teachers formally discuss your child's progress. There is also an annual end of year report.

In addition to this, children with SEND needs and their parents/carers will receive a report at the end of each term. The report will outline progress made and make

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suggestions for next steps. The child and the parent are then given the opportunity to provide feedback about the support they have received. Included within these documents is a section that details suggestions of how parents/carers might support their child in the home environment.

**6. What support will there be for my child's overall wellbeing?**

Stamford Park Primary School teaches children RSE through schemes of work which have a mindful approach to RSE and brings together personal, social, health education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. We have regular assemblies throughout the week where the children are encouraged to reflect. In addition to this, we have a trained counsellor who works on a 1-1 basis with children struggling with their mental health. We also have trained Teaching Assistants who implement group workshops for a variety of different things such as friendships, mindfulness, anxiety, resilience, etc.

**7. What specialist services and expertise are available at or accessed by the school?**

School may commission specialist support or assessment for identified children e.g. Speech and Language therapists, the School Nurse, Occupational Therapists and Educational Psychologists.

**8. What training have the staff supporting children with SEND had or are having?**

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of ongoing training both in school and elsewhere. Recent whole school training has included Dyslexia-friendly teaching, inclusion of children with ADHD and ASD and how to cater for children with difficulties surrounding attachment.

In addition to this, Mrs Alicia Williams has achieved the National Award for Special Educational Needs Coordination at Manchester Metropolitan University.

Our support staff have regular opportunities to attend training days. We also have teaching assistants who have had attachment training, speech and language training, training on how to deliver social groups (thinking skills, lego therapy, social skills),

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training on more complex needs (ASD/Down Syndrome/ADHD) and in depth behaviour management training.

**9. How do you involve other agencies in meeting the needs of children with SEND and in supporting families?**

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach.

We will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies.

Professionals who might attend this meeting include:

- The School Nurse.
- The Educational Psychologist may give advice or complete an assessment for a few children.
- A speech and language therapist.

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

Stamford Park Primary School is committed to full inclusion in our educational trips. When planning trips, the needs of all children are taken into consideration and the trips are planned accordingly following a risk assessment. For those children with an Educational Health Care Plan or an Individual Health Care Plan, parents may be involved in the planning process. Any additional training that may be required is undertaken by staff accompanying the trip prior to the date of visit.

**11. How accessible is the school environment?**

The school has wheelchair access from the main playground. We also have a disabled toilet and shower. Reasonable adjustments are made according to the needs of the children in our care. In addition to this, there is assisted disabled entry at the main entrance on Cedar Road.

**12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

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At Stamford Park Primary School every effort is taken to ensure transition times are successfully managed. When moving up to the next year group, all children get the opportunity to meet their new teacher before the new school year begins. During this meeting they complete transitional activities (E.g. Pupil passports). Additional visits are also arranged to re-assure pupils and parents. In addition, we have links with local high schools and secondary academies.

#### **13. How are the school's resources allocated and matched to children's special educational needs?**

All pupils within the education system receive an allocation of £2,683.67 at Primary phase (Key stage 1 and 2.) The annual allocated budget for the school also has several elements that are provided to meet the needs of the pupils with special educational needs.

Pupils who have low attainment at Key Stage 1 (determined by Year 1 phonic and Early Years scores) receive additional funding within the annual budget. The school is able to track these individual children and ensure that they receive additional support enabling them to make greater progress across Key Stage 2 and catch up with their peers. This is currently £1,800.95 per pupil.

The school is also in receipt of High Needs funding for those individuals who have greater special needs. There are several bands of funding dependant on the degree of need. The allocation for each pupil is determined by the Local Authority. The recent changes to Special Educational Needs funding has resulted in all schools providing the first £6,000 of funding for the high needs pupil, before additional money being allocated through the budget within the High Needs Block.

<b>Band</b>	<b>Money allocated</b>
Bands A - C	£0
Band D	£1,251
Band E	£2,842
Band F	£5,455
Band G	£8,182
Band H	£12,047

Wherever appropriate, SEN pupils are provided with their own laptop computer, which remains at home and has specific programmes which support their areas for development.

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**14. How is the decision made about what type and how much support my child will receive?**

Sometimes it is identified that a child will benefit from additional support, such as extra help from a teaching assistant, small group support or alternative resources (such as IT access). In these circumstances, the Head Teacher, SENCo and class teacher will make a decision on what can be provided. Pupil progress will be monitored in light of the adjustments to the provision, to enable the school to determine the impact of the intervention strategies used.

For pupils with greater special needs, the LA determines the High Needs banded funding necessary to meet each individual's needs.

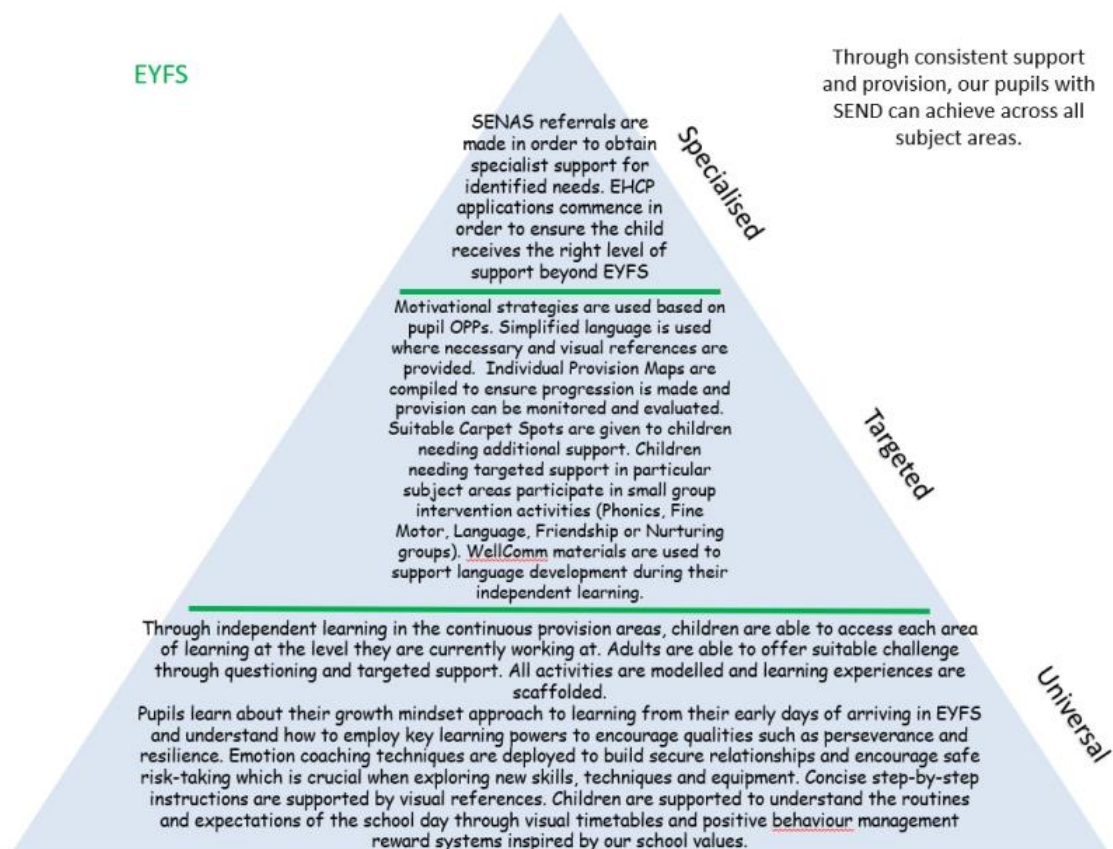
**15. How is SEND supported and identified in the Early Years?**

In EYFS, our pupils learn through a combination of play and formal teaching to support the requirements of the EYFS curriculum. Children are offered opportunities throughout the day to cover all of the aspects of the 17 goals across 7 strands of learning in the early years. The formal sessions are planned carefully to ensure 5 children build on specific skills, while play-based experiences enable the children to consolidate their skills, knowledge and understanding, and enable them to become independent and resilient learners. The children have the opportunity to spend lots of time both inside and outside, the children explore a range of activities available to them and these opportunities are provided to them in all weather conditions. The school day is designed to promote high levels of involvement and deep level learning. We work closely with feeder nurseries and the Local Authority to enable early identification of any additional needs and support a smooth transition to Stamford Park. Parents are encouraged to take an active role in supporting their children on this journey, and regular communication between home and school is a vital part of this support for the child, particularly when additional needs are identified. Home visits before a child attends our EYFS department are crucial in exploring any existing or unidentified SEND needs and how best we can support the child when transitioning to life at school. The diagram below shows how children with SEND in EYFS achieve across all subject areas:

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This year, our SENCo, who is also one of our Reception teachers, has engaged in an exciting opportunity to be trained to be an Early Years SEND Advocate. This innovative programme has offered practitioners both theoretical and practical support whilst further developing their skills, knowledge and understanding of SEND in the early years. The training has ensured that they are capable and confident to effectively identify needs and make adaptations and reasonable adjustments to support the children and families they work with. A range of local SEND partners have offered information throughout the programme to provide a thorough understanding of the services and support available. In becoming an Early Years SEND Advocate, our Reception teacher has become well-equipped to support the role of SENCO to help ensure the best possible educational outcomes are achieved for children with special educational needs and disabilities.

Following the pandemic, early years practitioners are reporting higher numbers of children starting their early years education with SEND. This training aims to support a practitioner to know and understand more about supporting children with SEND.

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They can then work closely with the school's SENCo to support the early identification of need and to offer support to children and their families.

#### Outcomes

The training supports EY SEND Advocates to:

- Gain an understanding of the principles, statutory guidance and legislation underpinning practice for children with Special Educational Needs and Disability (SEND) in an early years setting.
- Understand how they can support and assist the school Special Educational Needs Coordinator (SENCO), including supporting staff and working with families across early years to understand the school's vision for SEND.
- Understand partnership working and support the SENCO to enable this across early years.
- Understand early identification and action for children with SEND. • Developing understanding of the Local Offer.

#### **16. How are parents and young people themselves involved in the school?**

Children are encouraged to provide feedback on their SEN support at the end of every term. They can reflect on what they think is going well, what progress they have made and what their next steps are going to be. This is then shared with the class teacher and SENDCo and we take this into account when planning support for the next term.

Stamford Park Primary School has an active school council for which any child can be nominated to represent their class. The school council are involved in projects which include looking at the well-being of the school's students.

Further to this, the school holds regular Parent Focus Group Meetings/ Coffee mornings to discuss specified areas for development within the school.

#### **17. Who can I contact for further information and other support?**

Your first point of call is your child's class teacher. For information regarding admissions please contact the Head Teacher. The school SENCo Team would be happy to discuss our special educational needs provision.

In addition, there are a variety of specialist support services within Trafford who may be contacted:

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Educational Psychology Service  
Parent Partnership Service  
SENAS  
Sensory Impairment Service

To get information about the support you can receive you can look at the Local Offer. This can be accessed via the Trafford Service Directory [www.trafforddirectory.co.uk/sendlocaloffer](http://www.trafforddirectory.co.uk/sendlocaloffer) or by contacting the Family Information Service 0161 912 1053.