

Article 23: If I require additional support, I have the right to special care and education.  
Article 29 – I have the right to an education which develops my personality, respect for others' rights, and the environment.

### Questions

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

Some children may have SEN in a specific area or need a little extra support to make progress. Whereas other children may have a range of needs or need a lot of support. Sometimes these are called complex needs. At Stanley Grove, we provide for the following Special Educational Needs (SEN):

**Cognition and Learning** – This is about how your child learns and thinks. Some learning difficulties may be obvious, whereas others aren't. Children with cognition and learning difficulties usually learn at a slower pace than other children in their year group.

If your child has a cognition or learning need they may:

- find reading, writing, literacy and maths more challenging than other children
- have specific difficulties such as literacy difficulties or issues learning new skills
- have strengths or difficulties with memory, organisation, or planning
- have a reduced ability to learn because they have difficulty managing their emotions

**Communication and Interaction** – This is about how your child communicates with others, their relationships, and social skills. This kind of need includes:

- speech and language issues
- difficulty communicating with others, such as not being able to say what they want to, or having difficulties understanding what's being said to them
- not understanding or using social rules
- problems understanding how relationships with other people work
- social communication differences or autism

**Social, Emotional and Mental Health** – These kinds of difficulties can show in lots of ways, such as a withdrawn or isolated child, or challenging and disruptive behaviour. This area of need includes things like:

- social anxiety, phobias or refusing school
- attention deficit hyperactive disorder (ADHD)
- attachment disorder or difficulties or early development trauma
- self-esteem and confidence issues

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**Sensory and Physical** – These are physical and sensory things (when children's senses are over/under sensitive) that could make it more difficult for your child to learn in a typical school environment. This might include:

- difficulties with hearing or sight or multi-sensory impairment
- sensory triggers or processing difficulties
- any physical disability
- problems with fine motor skills, such as picking something up between thumb and fingers and using it, or gross motor skills such as running and jumping.

## 2.) Who are the best people in school to talk to about the provision for Special Educational Needs (SEN)?

### The SENDCo (Special Educational Needs Coordinator)

- The SENDCo is Mrs Victoria Cawley. You can contact her via the school's telephone number on 0161 224 9495, or via the email address:  
[vcawley@sgpa.bright-futures.co.uk](mailto:vcawley@sgpa.bright-futures.co.uk)

### *What is the SENDCo responsible for?*

The SENDCo is responsible for:

- Coordinating all the support for children with Special Educational Needs (SEN) and developing the school's SEN policy to make sure all children receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning.
- Ensuring that you are kept informed about the support and interventions your child may be receiving.
- Ensuring you are involved in reviewing how your child is doing and celebrating they progress they are making.
- Ensuring you are part of the planning process for your child, with regards to their 'next steps', and identification of priorities.
- Liaising with and coordinating the work of all other professionals who may be involved in supporting your child's learning and development (such as the Speech and Language Therapists, Educational Psychologists, Sensory Support Team etc.)
- Updating the school's SEN register (a system for ensuring that all the special educational needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve, and make the best, possible progress.

Alternatively, you may wish to contact Mrs Jane Coogan, our Designated Safeguarding Lead and Parent Support Worker:

[jcoogan@sgpa.bright-futures.co.uk](mailto:jcoogan@sgpa.bright-futures.co.uk)

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***How are the school governors or trustees involved and what are their responsibilities?***

- Jill Tordoff is the nominated governor who is assigned to oversee the SEN practice in our school.
- She is responsible for ensuring that the necessary support is made for any child who attends Stanley Grove Primary Academy and who has special educational needs.

**3.) 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?**

At Stanley Grove Primary Academy, children are identified as having a special educational need or disability through a combination of the following:

- Liaison with previous school/setting
- Pupil Progress Meetings between teachers, Phase Leaders, and Senior Leaders (termly) which identify children who are performing below age related expectations
- Termly meetings between the SENDCo and class teachers – where children whose progress and/or success in accessing learning is raised as a cause for concern by class teachers.
- Concerns raised by parent.
- Concerns raised by other members of staff within school – for example: SLT, Phase Leaders, International New Arrivals teacher, Learning Assistants.

If you feel that your child may have special educational needs, please speak with your child's class teacher. The class teacher will then liaise with the school SENDCo who will initiate the Cause for Concern procedure.

***What is the Cause for Concern Procedure?***

- Once concerns about a child's progress have been raised by either yourself or your child's class teacher, the SENDCo will complete an initial observation of your child to gain a better understanding of their areas of strengths and needs.
- The SENDCo will relate the identified needs to the Manchester Matching Provision to Need Tool to determine the level of support that your child may require in school.
- A meeting will be held with yourself, your child's class teacher, the SENDCo and any outside agencies who are involved with your child (where possible), to create a collaborative plan of action, to ensure that all your child's needs will be supported.
- Once the level of need has been identified It is at this stage that either your child's class teacher or the school SENDCo will request your consent for your child to be placed on the school's SEN register.
- With your consent, the SENDCo may request input from and make referrals to other, external professional agencies (such as Speech and Language therapy, and the Educational Psychology team).

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### ***What is the Complaint Procedure concerning provision at the school?***

If you have any concerns about the provision in school, we urge you to come and discuss these concerns with us. Initially, any concerns should be raised with your child's class teacher. If concerns remain following this discussion, our SENDCo and Parent Support Worker are always available to meet with you.

If you remain dissatisfied, a complaint would be dealt with inline with Bright Futures Educational Trust Complaints Policy, which is available at:

[Complaints-Policy-July-21.pdf \(bright-futures.co.uk\)](#)

### **4.) How will both you and I know how my child is doing?**

- Your child's class teacher will meet with you on at least a termly basis (this may be as part of Parents' Evening), to discuss your child's progress, their needs and the success of the support/interventions that may be in place.
- If your child is on the school's SEN register, the class teacher will create an Access to Learning Plan which details individual, personalised outcomes for your child, based on their needs. These outcomes will be discussed with you on a termly basis.
- The Access to Learning Plans are reviewed each term by your child's class teacher and a clear record of the progress made against each of their outcomes is made. This termly review forms part of Stanley Grove's Graduated Approach.
- If your child has complex Special Educational Needs, they may require, or already have in place, an Education Health, and Care Plan (EHCP). This is a legal document that:
  - describes a child or young person's educational, health and social care needs
  - explains the extra help that will be given to meet those needs
  - explains how that help will support the child or young person to achieve what they want to in their life
- If your child has or is provided with an EHCP, you will be invited to attend an annual review meeting. Here, a detailed review of your child's progress will take place and will include input and feedback from all the professionals who are involved with your child.

### ***How does the school know what progress my child is making?***

- Your child's progress is continually monitored by your child's class teacher, phase leader and senior leaders.
- Their progress is reviewed termly through assessments and analysis at Pupil Progress Meetings (PPMs).
- Your child's class teacher continually reviews their progress and plans for their 'next steps' through the marking and assessing of their work, quizzes, practical activities (including play-based activities for our children in the Early Years) and questioning.

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- We measure children's progress in learning against national and/or Age-Related Expectations (ARE).
- For children who may be working significantly below age-related expectations, your child's class teacher will assess their progress against the Engagement Model, an assessment tool for children who may be working significantly below National Curriculum levels), on a termly basis.
- Your child's class teacher and the SENDCo will meet on a termly basis to review the progress your child has made against the outcomes in their Access to Learning Plan.
- If your child is involved in any specific groups or interventions, the intervention teachers will keep careful records of the progress your child makes within these and share these with the class teacher.

***How will I know what progress my child should be making?***

- Through evaluation of your child's Access to Learning Plan outcomes.
- Through meeting with the class teacher to discuss the progress that your child is making.

***How does the school evaluate the effectiveness of their SEN provision?***

- By formally reviewing children's progress on a termly basis – and ensuring that positive progress is being made towards the achievement of individual outcomes and targets.
- By ensuring that children are engaged in their learning.
- By verbal feedback from the child, the parent, and the teacher.
- By evaluation of interventions and the impact these have made on children successfully achieving their outcomes and targets.
- By children 'being removed' from the SEN register because of significant progress. This will occur only with parental agreement.

**5.) How does the school adapt the curriculum and learning environments to support my child's needs?**

- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs.
- Teachers will plan exciting and practical lessons which will encourage and support children to be as actively engaged in their learning as possible.
- Children with SEND will have access to the appropriate resources they need to help them make progress. These will be detailed on your child's Access to Learning Plan.
- Stanley Grove Primary Academy is an accessible school. For children with physical needs, reasonable adjustments will be made.

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- Teachers will carefully adapt the classroom environment to ensure that the sensory processing needs of individual children are well-supported. Such adaptations and adjustments may include having access to specific equipment (such as wobble cushions and ear defenders) as well as arranging the classroom to ensure that quieter working areas and 'break' zones are readily available.
- Within Key Stage 1 and Upper Key Stage 2, sensory processing zones are available and accessible to any child who may require the opportunity to participate in regulatory activities throughout the day.
- If necessary, a specialist can be consulted to provide their opinion on how we can best meet a child's needs. Such specialist support can include Speech and Language Therapists, Occupational Therapists, Physiotherapists, the Sensory Support Service, Rodney House Outreach Support for the Early Years (RHOSSEY) Team and the Educational Psychology and Specialist Outreach (EPSO) team.

#### **6). How will school staff support my child?**

- Every class teacher is a teacher of SEND – they will oversee, plan and work with each child with SEND in their class to ensure that the appropriate supports are in place and that progress is made.
- Your child's class teacher and the SENDCo will work closely together to ensure that any additional supports and/or interventions are put in place.
- A Primary Learning Assistant (PLA) or SEN Keyworker will follow the teacher's planning and may run small group or 1:1 sessions, as part of a targeted teaching approach.
- Your child may work in a small group led by Intervention Teachers, as a targeted teaching approach.

Your child's class teacher will explain to you, any planned interventions or supports for your child during your termly meeting (which could be Parents' Evening).

The SENDCo is also available to discuss any questions or queries you may have in relation to your child's support and provision.

#### ***What additional support for learning is available for my child?***

In-school support includes:

#### **Outstanding, quality first teaching –**

- Where your child's class teacher has the highest possible expectations for your child and all pupils in the class.
- Where all teaching is based on building on what your child already knows, understands, and can do.
- Where teaching is adapted to ensure that your child is fully involved in learning.

In addition to quality first teaching, your child will also have opportunities to –

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- Engage in a broad range of experiences beyond the curriculum, such as Forest Schools.
- Access support from an SEN Keyworker or Primary Learning Assistant, either in small group or 1:1 situations.
- Access hands-on resources to support with learning.
- Engage in positive, restorative practice approaches to support with episodes of conflict and aid resolution.

At Stanley Grove Primary Academy, there is also a range of additional support for learning which is available, including access to a range of professional, external agencies. This can include:

- Educational Psychologist
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy
- Sensory Support Service (for pupils with visual and hearing impairments)

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

Within Stanley Grove, we have a Pastoral Team comprising of a:

- SENDCo
- Designated Safeguarding Lead & Parent Support Worker
- Attendance & Admissions Officer

We also have a:

- Forest Schools Practitioner
- International New Arrivals Teacher
- Specialist Sports Coach
- Specialist Computing Teacher

We also have access to the Bright Futures Educational Psychology Specialist Outreach (EPSO) Service. This currently includes support from Educational Psychologists and specialist outreach staff from Melland High School. The SENDCo works closely with the EPSO team to access, to assist school with advice, training, and longer-term case work. Members of the EPSO team may also offer training for staff.

Stanley Grove Primary Academy is also able to access additional Outreach Teams from Birches Special School, Lancasterian Special School, The Grange Special School, and Bridgelea School CoMLP Outreach Service, for additional guidance and specialist support.

***What provision is available within the school for children with significant and complex special educational needs?***

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For some pupils, a mainstream school such as Stanley Grove Primary Academy, will not be the most appropriate setting to ensure their very significant and complex needs are met in the long-term.

Following consultation with yourself and the educational psychology team, it may be decided that a more specialist provision would be better able to provide more appropriate support for your child, and the SENDCo would support you in requesting a placement within a specialist setting, such as Rodney House, The Birches, and The Grange.

Once this request for a change of placement has been made, and whilst your child awaits their specialist placement, an offer to join our Pathways small-group would be made to your child.

### **Pathways Small Group –**

Our Pathways group is comprised of:

- 1 teacher
- 2 SEN Keyworkers
- 7 pupils

All children within the group have significant and complex special educational needs and are all in receipt of an Education Health and Care Plan (EHCP). They are all awaiting a specialist placement.

The Pathways small-group accesses a spacious, low-stimulus learning environment, with access to the following:

- Total Communication Approach (including an environment that is rich in visual support)
- Sensory processing supports (such as trampettes, wobble cushions, ear defenders, calm areas)
- Direct access to the outdoor environment
- Clearly demarcated continuous provision and focused work areas

Within Pathways small-group, your child will be able to access:

- An increased staff:pupil ratio
- A bespoke curriculum – linked to the outcomes included within their EHCP and which relate to each of the 4 areas of need (Cognition and Learning, Emotional and Social, Communication and Interaction, and Physical and Sensory)
- A multi-sensory curriculum – which includes over-teaching of concepts

It must be remembered that the Pathways small-group is an *interim* offer of provision, and is only available to children who are awaiting a transition to a specialist placement. Children will access this small-group on a short-term basis only.

## **8.) What training have the staff supporting children with Special Educational Needs and Disabilities had?**

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Training received by staff includes:

- Elklan Communication and Language Training
- Visual Supports and Communication Training
- Restorative Conversations
- Attention Autism
- Positive Behaviour Management
- Safeguarding Training
- Adaptive Teaching Training
- Lego Therapy Training
- Attachment Training
- Zones of Regulation Training
- Sensory Processing Training
- Selective Mutism Training

### 9.) How accessible is the school environment?

At Stanley Grove, all children are treated equally and fairly.

#### ***Wheelchair Access***

Stanley Grove is a wheelchair accessible school. There is a lift that can be used for children to access the upper levels of the school.

Accessible toilets within the school can accommodate pupils who may require wheelchairs or alternative mobility aids.

#### ***Communicating with parents/carers for whom English is not their first language***

- Within Stanley Grove, 26 different languages are spoken.
- We have a number of bilingual staff (including Urdu, Bengali and Roma speakers) who will support you with translation during meetings, should you wish.
- We will 'buy in' additional translation support from an external agency, when necessary, to ensure parents are well-supported during meetings such as annual reviews.

Please see our Accessibility Plan for further information: [Template for a school accessibility plan \(bright-futures.co.uk\)](#)

### 10.) How will my child be included and supported in activities which are accessible to children who do not have SEND?

- All children are included in all parts of the school curriculum – and every child is offered the opportunity to participate in activities beyond the classroom – such as PE sessions and school/class trips. We will provide the appropriate level of support to ensure that such access is possible.
- Activities off-site are carefully risk assessed to ensure the health and safety of every child and adult involved in these.

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- On occasions, a risk assessment may highlight that a child will require additional support to access a school trip/visit successfully. Where possible, staffing in school is managed and arranged to accommodate this need, or you will be invited as parents, to join the school trip/visit and support your child.
- When such school trips/visits are being planned, you will be notified of these in advance. You are invited to discuss the details of the school trip/visit in greater detail with your child's class teacher and make any contributions to the risk assessment you feel may be necessary to ensure your child with SEN is supported. These contributions will be especially important if your child has a physical or medical need.

### 11.) What support is there in school for my child's overall wellbeing?

#### **Accreditations & Awards**

- We are a UNICEF Rights Respecting School (Gold Status, 2022). Through focused Personal Development lessons, weekly assemblies and parent workshops, we are embedding the **UN Convention on the Rights of the Child** in our policy, practice and culture, and support children to learn about the ABCDE of their rights: **All** children have Rights, children are **born** with their Rights, Rights **cannot** be taken away, they **do** not have to be earned and all Rights are **equal**.
- In March 2023, we also achieved accreditation as a Nurture School. As a school, we use some of the approaches from The National Nurturing Schools Programme to improve the health and wellbeing of children and removing barriers to learning by promoting nurture in education through NurtureUK.

#### **What pastoral support is available in the school for children with SEN?**

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Your child's class teacher is, therefore, your first point of contact.
- If further support is required, the Pastoral Team (consisting of the SENDCo, Designated Safeguarding Lead/Parent Support Lead and Attendance and Admissions Officer) will be able to offer you further advice and support. This may involve working with other, external agencies such as health and social services, CAMHS and Educational Psychologists.
- We have a Parent Support Lead who is can work with families to apply for an Early Help assessment if this is required.
- All educational staff have received Zones of Regulation and Restorative Practice training, to ensure a consistent approach to supporting a child's emotional literacy and positive behaviour is embedded throughout school.
- We have a Forest School lead practitioner who supports all children across school to access Forest School provision on a rota basis.

#### **Administration of Medicines and Providing of Personal Care**

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- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents on request.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day and complete the appropriate paperwork. No medication will be administered without parental consent.
- Only staff who are appropriately trained will administer medication to your child.
- Children who are on long-term medication or have specific conditions/diagnoses will have a HealthCare Plan. This will be written collaboratively by school, parents, and relevant healthcare professionals.
- The school has a policy regarding the management of and support for a child's personal/intimate care needs. This is available to parents on request.

***What support is there for behaviour, avoiding exclusions and increasing attendance?***

- We have high expectations of behaviour at school, with all staff taking responsibility for modelling behaviour and developing strong relationships with pupils and parents/ carers.
- We reward good behaviour through positive reinforcement, to support children's learning.
- Staff are skilled in implementing de-escalation strategies to support a change in behaviour before it escalates.
- Emotion Coaching approaches are used by staff to support children to understand, regulate and reflect upon their behaviour.
- Throughout the school, the Zones of Regulation approach is embedded, allowing children to develop their emotional regulation skills.
  
- Attendance of every child is monitored daily by the school. Lateness and absence are recorded and reported to the Senior Leadership Team for your child's class. Our school works closely with Manchester Attendance Team to promote attendance.

**12.) How are parents and children involved in the school?**

***What opportunities are there for regular contact about things that have happened at school?***

- The school uses Class DoJo as an online platform for communicating with parents.
- Your child's class teacher will provide you with login details.
- Your child's class teacher will post messages about your child's day and photos of their work on their Class DoJo 'page' – and you will be able to comment on these if you wish. Your child's class teacher will also use Class DoJo as a way of informing you about upcoming special events or activities that may be taking place at school.
- There is also a 'message' option on Class DoJo which will allow you to send a message to your child's class teacher, should you wish to do so.
- You are also able to telephone the school office to request a meeting with your child's class teacher, the SENDCo or the Parent Support Lead, should you wish to arrange one.

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***Am I able to come and join in with any events at school?***

- Of course! There will be class assemblies, choir performances and school shows, where you will be invited to come and watch your child.
- We also hold after-school events throughout the school year – such as a Big Book Swap, An Eco-Fair, fundraising bake sales, pre-loved clothes exchange, which you will be invited to attend after school with your child.
- You may also have the opportunity to take part in a school trip/visit with your child.

***How will you explain to me how my child's learning is planned and how I can help to support this?***

***How and when will I be involved in planning my child's education?***

- Your child's class teacher will be the main point of contact regarding your child's learning and progress.
- They will explain how you can help to support your child's learning outside of school and may provide appropriate resources and activities to support you with this.
- If your child has special educational needs, the class teacher will create an Access to Learning Plan with appropriate outcomes. These outcomes are reviewed and updated on a termly basis in collaboration with yourself and the SENDCo. The impact of any provision that is in place to support your child will also be discussed with you.

***Do you offer any parent training or learning events?***

Yes we do! These typically centre around –

- Coffee mornings for parents of children with SEN – to support parents to develop a greater understanding of special educational needs, and to develop a supportive network with other parents.
- Training and learning for parents around ICT.
- Manchester Adult Education Services (MAES) also provide courses in English for Speakers of Other Languages (ESOL) at Stanley Grove.

**13.) How do you consult with children with special educational needs and involve them in decisions about their education?**

- At Stanley Grove, the children's' understanding of their rights has been developed through various charters. The aim of the charters is for the rights holders (the children) to decide which rights they feel are most important to them in school and to decide how they and duty-bearers (the adults) can make sure these rights are being met.
- An annual Pupil Voice survey enables children to share their views and thoughts around how they are supported within school. This allows us to identify areas for further work/future development throughout the school.

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- Children are spoken to daily about their learning and any concerns they may have.
- Children with SEN are involved in decisions about their education where appropriate.
- Through the process of annual reviews, children's views on all aspects of life and education are gained for us to maximize the outcomes for them.
- Such views are gained in a range of ways that are most appropriate to the individual child. A child may choose to join their annual review meeting and verbally contribute to this, or their views may be collated using photos, videos, pieces of work, and the sharing of anecdotes by familiar staff.

#### **14.) 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?**

- We provide enhanced transition support for children if transition is likely to prove difficult. These may include staggered start times or shorter days, resources, visual supports, transition booklets (social stories) or additional visits.
- When children with SEN are preparing to leave us for a new school (either to transition into their secondary school or into a specialist provision), additional visits to these new schools are arranged in conjunction with the receiving schools.
- Both our 'feeder' secondary schools and specialist schools provide tailored transition programmes to support each individual pupil in the most appropriate way.
- We liaise closely with staff when receiving or transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex special educational needs and is in receipt of an Education, Health, and Care Plan (EHCP) their annual review will be used as a transition planning meeting to which staff from both schools are invited – as well as yourself and any other professionals who may be involved with your child.

#### ***What preparation will there be for both the school and my child before they join the school?***

- We will meet with parents, carers, and children before your child starts school.
- We will liaise with previous education establishments as well as all professionals working with your child to ensure that we have all the relevant information about your child.
- We will implement any necessary strategies to ensure a smooth transition for both you and your child. This could be:
  - A number of visits by yourself and your child to our school
  - Visits by us to visit your child in their current setting (if possible)
  - Photographs of our school and your child's new classroom and staff team in a transition book

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Article 23: If I require additional support, I have the right to special care and education.

Article 29 – I have the right to an education which develops my personality, respect for others' rights, and the environment.

***How will my child be prepared to move on to the next stage, both within Stanley Grove and beyond?***

- Stanley Grove has a robust transition programme in place to support all children to prepare for their new class at the end of an academic year. Visits to their new classroom are arranged by class teachers, and opportunities for children to join a taught session delivered by their new class teacher will also be arranged.
- Transition arrangements will be made to suit your child's needs. If they require a longer transition process or an increased number of visits to their new classroom/new school, this will be accommodated and adjusted/adapted in consultation with yourself.
- When your child leaves our school to join another school, there will be transition meetings with ourselves, the new school and you as parents. Your child's new school will be invited to come and meet your child in their current learning environment.

***What information will be provided to their new school?***

- All educational, social care and health records that we have will be transferred to your child's new school.

***How will you support a new school to prepare for my child?***

- A meeting with your child's new school will be arranged. You will also be invited to this meeting. This will be to discuss your child's needs, outcomes, current level of learning and any strategies and interventions in place.

**15.) What other support and advice services are available for me to access?**

**Manchester Special Educational Needs and Disability Information, Advice Support Service (SENDIASS)**

Website: [www.iasmanchester.org](http://www.iasmanchester.org)

Email: [sendiass@manchester.gov.uk](mailto:sendiass@manchester.gov.uk)

Tel: 0161 209 8356

**Manchester's Local Offer**

[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

**Manchester Parent Champions**

Email: [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Tel: 0161 209 8356

**SPACE Group**

Website: <https://manchesterparentcarerforum.org.uk>

Tel: 07874 802540

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