Sometimes we may feel that extra support or expertise may be needed to help support you. When this happens, after chatting with you about this and gaining consent, our staff may sign post or refer you to other agencies such as:





































Advisory Teaching Service













Here at Stonehouse Park Federation, we understand that from timeto-time family life can have its complications. There may be times when you need just that extra bit of help and support to see you through the tough times.

To support and guide you through times such as these we have an Early Offer of Help. There are many ways in which we can support you, so, if ever things aren't right at home please come and talk to us.

There are people working at our schools who can help you and someone will be at the school gate every morning if you need to find us. In the first instance you can always talk to your child's class teacher.

### **MEET THE TEAM**











Mrs Alder

**Mrs Crompton** 

**Mrs Jones** 

**Mrs Reis** 

**Mrs Robbins** 

## What we offer

Advice on family issues and concerns such as behaviour management, financial worries, military children and families managing transition, domestic abuse, parents in prison, benefits and much more.

Access to good quality
Breakfast and After
School Care and a
range of
extra-curricular
opportunities.

SEND advice and support from our experienced SENCO.

A My Plan, My Pan+ or My Assessment should your child require a bit of extra support in school or at home.

Friendly approachable teachers and support staff with a high ratio of staff to children to meet day to day needs. Sign posting and referrals to other agencies that may be able to help.

Tailored pastoral interventions for children.

Support to enable good attendance in school.

Peer support from our welcoming children.



At Stonehouse Park Federation, we ensure all children with Special Educational Needs are met through great classroom practice. This is called Quality First Teaching. In addition to this, we use a graduated approach, called 'Assess, Plan, Do and Review'.

# ASSESS Identifying the Special Educational Need

#### REVIEW

- Evaluate the impact of the strategies put into place to achieve the targets set.
- •Use of school's tracking system, and
- Annual review meeting with parents, class teacher, SENDCo and outside agencies to discuss needs, progress and next steps.
- Children to feedback on their own progress, and views of support put into place.

#### PLAN

- Individual Targets Set to met the needs of the individual-appropriate challenge and aspirational outcomes
   Individual children to be involved in
- Individual children to be involved in discussing their targets and their progress.
- Discussions between the Class Teacher and child to contribute towards a 'My Profile'.



#### DO

- Identify strategies to best achieve the outcome
- Time given to allow strategies to tak effect.
- •Gather evidence to support, progress towards the outcome.

Our federation takes safeguarding very seriously and the school's safeguarding leads support families if there are any safeguarding concerns. The school works closely with Social Care and offers families a high level of support. All staff receive regular Safeguarding training and know precisely how to identify and report concerns. The partnership has three Designated

Safeguarding Leads (DSL) and 4 Deputy DSLs trained to the same standard. Referrals are made to Social Care Children and Families Team when a child discloses any form of abuse or where there are concerns. The school actively engages in an inter-agency approach to support families. As part of our curriculum provision, we ensure that children are taught to keep themselves safe, whether it be through anti-bullying work, PSHE lessons, e-safety sessions or age appropriate relationship and sex education. We include a range of visitors such as the Police and the NSPCC who update the children on strategies to keep safe and also signpost the children to Childline.