Guidance for Parents and Carers
of
Nursery Pupils
with
Special Educational Needs & Disabilities

Moving towards Primary Education
In Stockport
2018-19
Contents

Who is this booklet for? Page 3
Explanation of terms Page 4
Who may be involved? Page 5
Timeline of activity Page 6
Useful Questions Page 9
Stockport Inclusion Coordinators Page 10
Your Local Mainstream Primary School Page 11
Additionally Resourced Primary School Provisions Page 12
Additionally Resourced Provision for Children with Speech and Language Needs Page 13
Special Schools Page 14
Useful Contacts Page 16
Who is this booklet for?

This guide is designed for the Parents and Carers of children, who have Severe and Complex Special Educational Needs who are in their pre-school Nursery year and who are due to transfer to Reception.

These may be children who already have a diagnosis of a Severe Learning Disability or those with Complex and Additional Difficulties.

The main population of such children includes those with:
- Down Syndrome
- Global Developmental Delay
- Autistic Spectrum Conditions (with learning difficulties)
- Cerebral Palsy

There are many other children with conditions that also can significantly affect learning and/or development.

Therefore this population of children also includes those with:
- Physical needs
- Sensory needs
- Medical needs
- Social Communication difficulties

A number of children may also have specific diagnosis of a condition or syndrome that can also affect learning and/or development, such as Tuberous Sclerosis or Prader-Willi Syndrome.

If you have a child with additional needs such as any identified on this page then this guide is intended for you.
Explanation of terms

SEND – Special Educational Needs & Disabilities

SENGO – Special Educational Needs Coordinator (Member of Staff who has responsibility for coordinating SEN provision within School or Nursery)

CODE of Practice – Guidance for organisations and settings who work with and support children and young people with SEND. This is statutory guidance.

SEN Support – This is the graduated approach to supporting children with Special Educational Needs within the setting. (This has replaced Early Years Action, Early Years Action Plus and School Action and School Action Plus under the previous Code of Practice)

Education, Health and Care Needs Assessment – The process of assessment by the LA in collaboration with parents, schools and other agencies

Education, Health and Care (EHC) Plan – An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary and after consultation with relevant partner agencies.

Statements of SEN – these were issued prior to September 2014 to describe the Special Educational Provision which the child’s learning difficulty calls for. Current Statements will be converted to EHC plans by April 2018

SEND Team – Responsible for the Assessment and Placement of Children with Special Educational Needs

ARO – Assessment Review Officer – Responsible for gathering and collating all assessment information and writing Statements/ EHC plans

LA – Local Authority

Local Offer – an online resource area of local services and provision for families, children and young people with SEND.

www.sensupportstockport.uk

SLD – Severe Learning Disability

ASC – Autistic Spectrum Condition
Who may be involved?

A number of services may become involved with your child during their Early Years and Primary Education. Some of them will already be known to you, some of them will be new.

- The Nursery setting
- SEND Early Years Consultant
- Portage Service
- CDU – Child Development Unit Stepping Hill
- The Education Psychology Service
- Stockport Inclusion Coordinators
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- The Service for Sensory Impairment (Hearing and/or Visual Impairment)
- The Learning Support Service
- Behaviour Support Service
- The receiving Primary School
- Assessment and Review Officers
- Stockport Special Educational Needs information, advice and support services (Stockport SENDiass, now known as KIDS).
# Timeline of activity

## September to October

During this time your child’s Nursery will be:

- Getting to know you and your child and will be helping them to settle in.
- Familiarising themselves with any existing information about your child.
- Identifying any other key people and agencies who have worked with your child.

*Any information you can give to Nursery Staff at this stage will be very helpful*

## October to November

During this time your child’s Nursery will begin to:

- Liaise with the Educational Psychologist in order for them to arrange a visit to see your child if appropriate.
- Arrange a meeting for you and the Educational Psychologist to attend. (Before the end of January)
- Give you a copy of the Local Authority booklet, ‘Moving towards Primary Education’.

The Educational Psychologist will begin to:

- Talk to the key people who work with your child.
- Observe your child in Nursery.
- Meet with you to make sure they have up to date information and find out your views about your child’s move to Primary School.
- Attend a meeting in Nursery

**THIS PROCESS CONTINUES UNTIL THE END OF JANUARY.**

*For those children prioritised by the Educational Psychologist/Portage/SEND Early Years Consultant, the Inclusion Co-ordinators’ team will begin to:

- Contact you via Nursery, to arrange an initial visit to see your child in the Nursery.
- Discuss the needs of your child with the Nursery staff.
- Signpost you to visit suitable school provision for your child if necessary.

**THIS PROCESS CONTINUES UNTIL THE END OF JANUARY.**
During this time all Parents and Carers should also begin to:

- Consider your child’s needs for school placement and what type of provision in Stockport would best meet these needs.
- Consider your local mainstream school and arrange to visit them.

### November to January

Nursery will:

- Arrange for you to attend a transfer review meeting before the end of January.
- Invite an Assessment & Review Officer to this meeting.
- Initiate a request for the process of assessment by the LA in collaboration with parents, schools and other agencies, if agreed to be necessary.

### January to March

*During this time the SEN Panel will be considering all requests made for the process of assessment towards EHC plans.*

Parents will begin to:

- Receive notification of the agreement to proceed with the request for Assessment if appropriate.

*At this time, if you have not done so already, you may find it helpful to contact the Information, Advice and Support Service (KIDS) for support.*

The Local Authority will begin to:

- Arrange to meet with you (if they have not been present at the review meeting) to gain your views and explain the process of the Education, Health and Care Plan.
- Gather all information from relevant professionals working with your child.
- Once all information has been received the Assessment and Review Officer will write a draft EHC plan for consideration.
## Mid April

Parents will begin to:

- Receive some initial information about the Primary School placement.

Nursery will begin to:

- With your permission, make contact with your child’s Primary school to plan how to share information.

## May to July

Inclusion Co-ordinators will begin to:

- Work with Nursery and the receiving Primary School to support your child’s transition to Primary School, arranging training as necessary.

Nursery will, if possible:

- Have a planning meeting with school to share information.
- Arrange transition visits to school.

*Please note in certain circumstances some events will take place outside this time frame.

### Next steps

Having read the timeline of activity, it is time to visit a number of schools. We recommend you always have a first and second choice. Demand for places is high.

The Local Offer [www.sensupportstockport.uk](http://www.sensupportstockport.uk) will give you useful contact details and information about individual schools and how they would support your child.
Useful Questions

You may want to ask these, or similar questions when making a visit to a primary school within Stockport.

- Has the school had any previous experience of other pupils like my child?
- Is there an existing team of support staff in school who may be involved in working with my child?
- If my child needs work to be presented in a more concrete or repetitive way who will plan this and make sure it is provided?
- What will happen at break and lunchtimes?
- How secure is the building?
- Will arrangements be made for any personal care that my child requires?
- What safety arrangements will be made for my child?
- Is there currently any input from the therapy services in school?
- Would staff be able to attend specific training i.e. signing or Makaton if identified as necessary by professionals?
- Will my child be able to access a safe haven or ‘chill–out’ area?
- How will I know what has happened each day?
- If I need to talk to someone who would that person be?

Need more help?

Stockport Inclusion Co-ordinators can help you if you have things you want to discuss with us before or after your visits. We can also help schools and nurseries plan a successful transition to primary school.

Tina Russell-Cruise is the Early Years Inclusion Co-ordinator.
STOCKPORT INCLUSION COORDINATORS

The Inclusion Co-ordinators’ Team is based in Stopford House, alongside other key agencies.

The key role of the Specialist Teachers in this team is to promote the inclusion of all pupils with complex needs within the continuum of provision available in Stockport.

The team mainly supports the inclusion of nursery and primary aged children into mainstream schools in Stockport. In addition the team work with staff and children in the LA’s more specialist provisions in response to direct requests.

Pupils who receive support from Stockport Inclusion Co-ordinators will usually have a diagnosis identifying a Severe Learning Difficulty (SLD) or Autistic Spectrum Condition (ASC) / Complex needs as their primary special educational need.

The Inclusion Co-ordinators’ Team will liaise with, Parents, Nursery Staff, Education Psychologists and all members of the specialist services, to identify and support the transfer of pupils into the next key stage of their education.

Once a pupil is established in a school the Stockport Inclusion Co-ordinators are available for ongoing support, relating to meeting their individual need, offering advice on Assessment, Curriculum and Planning for the child, as well as providing resources, training and problem solving.

Staff are also invited to attend relevant courses from the ongoing programme of training delivered by the Stockport Inclusion Co-ordinators at the Learning Support Service base. This also provides an opportunity to meet others working in similar roles, as well as to receive and share ideas and information.

Please note that the team works term time only.

Stockport Inclusion Team
Children and Young
People’s Directorate
Upper Ground,
Stopford House,
Piccadilly,
Stockport SK1 3XE

Tel; 0161 474 4396
YOUR LOCAL MAINSTREAM PRIMARY SCHOOL

- Some children leave Nursery to attend their local Mainstream Primary School. It is important to visit a number of the mainstream schools in your local area to help you to make a balanced judgment about your preference for your child’s next step.

- Children enter mainstream school with a clear recommendation for the type and structure of educational, health or social care support they will require to succeed; for class based activity, movement around school and, where relevant, the delivery of any therapy programmes will all have been considered. This may be via an Educational, Health and Care Plan or an individual Priority Plan.

- Any specific equipment needs should also have been identified by the Therapists supporting your child within their current Nursery setting.

- Children transferring to their local Mainstream School are supported by the Class Teacher, and, when required, a Teaching Assistant and the school’s Special Educational Needs Coordinator (SENco)

- When additional educational advice is sought the Primary Inclusion Co-ordinators will visit schools to support planning, curriculum and resource development and support behavior and well-being, as well as identifying appropriate training for staff.

- Where involved, the Therapy Services and the Service for Sensory Impairment will assess each pupil and inform schools and parents/carers of their intended input according to individual need.

- Where appropriate, any agency may also contribute to your child’s Individual Plan or Profile.

Contact your local Primary School to arrange to visit.

- We suggest you visit the nearest primary school in your local area.

Most school buildings are fully accessible for children with significant physical difficulties. If your child has these needs please ensure that you consider this during your visit.

Contact Assessment Review Team for details of these schools:
0161 249 4453
**Additionally Resourced Primary School Provisions**

Please note that the allocation of a school place within an Additionally Resourced Primary Schools is made by the Local Authority.

These settings are likely to offer some small group teaching sessions and an individual educational programme to support those children with significant needs. This is especially the case if there are associated communication and/or behaviour difficulties.

Children who are allocated additionally resourced placements will have an Education Health and Care Plan or a Statement of Special Educational Need.

Whilst being offered additionally resourced provision, where it is considered appropriate, children will also have periods of access to the mainstream peers and the environment which surrounds them.

There are eight Primary schools within the authority that offer additionally resourced placements within their settings. These are mainstream primary schools which have been adapted to provide additional resources for the inclusion of a number of pupils with more complex needs into their schools.

If you believe that your child would benefit from a resourced provision please contact your local resourced school.

BROOKSIDE PRIMARY SCHOOL, High Lane
Tel: 01663 763 943

ETCHELLS PRIMARY SCHOOL, Heald Green
Tel: 0161 437 1792

VALE VIEW PRIMARY SCHOOL, Reddish
Tel: 0161 221 0118

LADYBRIDGE PRIMARY SCHOOL, Cheadle
Tel: 0161 428 5445

QUEENSGATE PRIMARY SCHOOL, Bramhall
Tel: 0161 439 3330

MOORFIELD PRIMARY SCHOOL, Hazel Grove
Tel: 0161 483 4521

MEADOWBANK PRIMARY SCHOOL, Cheadle
Tel: 0161 428 6286

ROSE HILL PRIMARY SCHOOL, Marple
Tel: 0161 427 9168
Provision for Children with Specific Speech and Language Needs

If the professionals supporting your child believe they may have a Specific Language Difficulty as their primary special need a Speech and Language unit attached to a primary mainstream school may be suggested to you as parents / carers. The Speech and Language Therapy Service will be contacted so that the unit staff can visit your child in nursery and they may arrange for your child to be assessed to see if this is the best provision for them.

There are two specialist language units within Stockport:

Vernon Park Primary School, central Stockport (EYFS only) Tel; 0161 480 4378

Bradshaw Hall Primary School, Cheadle Hulme Tel; 0161 282 7858
Lisburne School is a specialist primary provision that caters for children with; Severe Learning Difficulties, Profound and Multiple Learning Difficulties and those with Autistic Spectrum Conditions and Complex needs.

It provides a secure, stimulating and happy environment with an emphasis on developing communication skills of all the children. For some this may mean using signs, gestures, Makaton or PECS (Picture Exchange Communication System) to convey their needs or feelings.

Lisburne School have experienced and dedicated staff teams with specialist teachers. Children are all taught within small classes and groups with high levels of specialist adult support. For the past few years we have continued to remain oversubscribed for reception with some additional KS1 and KS2 places needed; the LEA have therefore completed building work and developed a new class at a different location in Stockport to accommodate our increasing numbers. Our EYFS department are presently based at Hollywood Park.

Each child has an Education, Health and Care Plan (EHCP) and has full access to a relevant broad and balanced curriculum. This includes regular opportunities for life skills in the local community. There are special environments such a Soft Play and Light Room that all children can access and two minibuses to provide opportunities for all pupils to develop skills and knowledge within their local community.

Parents/carers and families are very important partners at Lisburne. Staff have very regular contact with families plus there are a range of opportunities throughout the year which allow parents/carers to come into school to spend time with their child.

The majority of our children have a range of complex learning needs that also require the input of different therapy services; these services work with pupils in addition to working alongside our staff who then implement specific programmes within a range of learning opportunities. We have Speech and Language, Occupational Therapy, Physiotherapy services, Healthy Young Mind (previously CAMHs) and ESSI. School buy in extra specialist provision for SALT and OT in addition to an additional NHS physio, all these therapists work in close partnership within school.

Lisburne School is on a shared campus with Dial Park Primary School and they work closely to promote opportunities for integration.

Lisburne also has successful integration links with other primary schools, these are carefully planned, and in some cases pupils return to mainstream provision during their primary school years or at the age of 11.

Lisburne School
Half Moon Lane
Offerton Stockport SK2 5LB
TEL: 0161 483 5045
Valley School is a primary aged special school with a specialist Early Years’ provision. The school caters for pupils with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and those with Autistic Spectrum Conditions and complex medical needs.

Valley also has additional teachers and resources in specially designed accommodation to meet the needs of pupils with Autism.

There is a high level of staff expertise including highly skilled teaching assistants, therapists and a full time School Nurse. Pupils follow a relevant broad and balanced curriculum which reflects their individual needs. There is a high level of multi-sensory work included in the curriculum as well as a strong focus on developing children’s communication, alongside their personal, social and life skills.

The school has been resourced to meet the special educational needs of its pupils. This includes a ball pool, a light room, sensory integration room and a hydrotherapy pool on site.

Each class has a secure outdoor area and access to stimulating play areas.

There is a minibus to provide opportunities for all pupils to develop skills and knowledge within their local community.

Valley school has strong links with a number of mainstream schools and some children have individual inclusion links. Groups of pupils from two local schools come to Valley on a weekly basis to work alongside children in class.

Valley School has recently expanded to provide more places for Reception age children. The School has two new classes based at the Overdale Centre in Romiley. These classes are highly staffed by an experienced team of teachers and teaching assistants.

Valley School
Whitehaven Road
Bramhall Stockport
SK7 1EN
Tel; 0161 439 7343
Notes
Useful Contacts

Stockport Inclusion Co-ordinators: 0161 474 4396

- tina.cruise@stockport.gov.uk
- judy.alder@stockport.gov.uk
- jill.breden@stockport.gov.uk
- anna.hopwood@stockport.gov.uk

Child and Educational Psychology Service: 0161 474 3870
Email: c&yppsychology@stockport.gov.uk

Special Educational Needs Team: 0161 249 4453
Website: www.stockportcypdisp.org.uk

Stockport SEND information, advice and support services (SENDIASS)
KIDS 0161 4803189
Email; stockport@kids.org.uk

Portage Service: Joanne Hibbert 0161 406 6506
Email: portage.service@stockport.gov.uk

Speech and Language Therapy Service: 0161 426 5200
Email: carol.sperring@nhs.net Judith.carey@nhs.net

Occupational Therapy Services: 0161 426 5200
Website: www.stockportcypdisp.org.uk

Children’s Physiotherapy Services: 0161 426 5200
Website: www.stockportcypdisp.org.uk

Sensory Support Service: Cara Wheeler 0161 474 3906
Email: cara.wheeler@stockport.gov.uk

Children’s Equipment and Adaptations Service (C.E.A.S.)
0161 426 5200

Behaviour Support Service: Diane Partridge 0161 437 4956 (option 2)
Email: diane.partridge@stockport.gov.uk
We hope you find this booklet useful and helpful. If you have any suggestions please contact:

Inclusion Coordinator Team

Children and Young People’s Directorate
Upper Ground, Stopford House, Piccadilly, Stockport SK1 3XE

Tel: 0161 474 4396