



Stokesay Primary School

Special Educational Needs and Disability (SEND) Information Report 2024-2025

Updated October 2024 (KH)

At Stokesay we aim to develop each child: emotionally, physically, intellectually, spiritually and socially so they are able to reach their full potential and be prepared for the next phase in their life journey and education. We are committed to the SEND code of practice: 0 - 25 years which became statutory from 1st September 2014. We provide a happy and nurturing environment where we value every child and their differences. Our school motto is "I can, we can." Children begin their learning journey by developing their confidence, independence and self esteem; they are encouraged to become self-disciplined, responsible and highly motivated learners.

We achieve this through an inspiring curriculum which supports the needs of our children, guides those needing direction and excites their curiosity. Stokesay Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children with special educational needs and/or disabilities, as we do for all children in school.

Our Inclusion and SEND team

All teaching staff - We are all part of your child’s learning journey at Stokesay, our door is open for you to speak to anyone about a concern or query you would like to raise

Mr Paul O’Malley - Headteacher admin@stokesayprimary.co.uk

Miss Karen Hadley - SENDCo karen.hadley@stokesayprimary.co.uk

Ms Rebecca Hutton - Pastoral Manager - rebecca.hutton@stokesayprimary.co.uk

Mrs Rose Patey - SEND Link Governor

Shropshire Local Offer

Wider information regarding available services (including a range of leisure activities) for pupils with SEND and their families across the whole of Shropshire can be found by visiting the Shropshire Local Offer. The Local Offer brings together information about the help and support available for children and young people with special educational needs and/or disabilities and their families. Contact – Shropshire.gov.uk/the-send-local-offer




Principles

The school’s approach to special educational needs and/or disabilities is based on the following principles:

- We work closely with pupils, parents, teachers, teaching assistants and other relevant agencies in order to ensure the best outcome for children with SEND.
- All teachers are teachers of pupils with special educational needs and/or disabilities and work hard to ensure that the needs of all pupils are met.
- We endeavour to identify children’s needs as quickly as possible and use a graduated (assess, plan, do, review) approach to ensure that the pupil is making the expected progress.
- To enable all children to have full access to all elements of the school curriculum and school life

People who support children with special educational needs and/or disabilities at Stokesay

Who are the best people to talk to in school about my child?	Class teacher	He/She is responsible for: Ensuring that all children have access to good teaching and that the curriculum is adapted to meet your child’s needs. Assessing the progress of children in their class and planning, delivering and reviewing, and additional support that your child may need on a termly basis.
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		<p>Ensuring that all members of staff involved with working with your child are aware of their individual needs and what needs to be put in place to ensure that progress is made.</p> <p>Completing relevant paperwork for children in their class on the SEND register</p>
	<p>SENDCo Miss Hadley</p> 	<p>She is responsible for:</p> <p>Coordinating all support for children with special educational needs and/or disabilities and working to ensure all children get a consistent, high quality response when it comes to meeting their individual needs.</p> <p>Collaborating with outside agencies that may be involved with supporting a child's learning.</p> <p>Supporting staff so they can help children with special educational needs and/or disabilities achieve their potential.</p> <p>Organising relevant training for members of staff.</p> <p>Ensuring that parents are involved in all aspects of supporting their children's learning including additional termly meetings to review and plan for next term.</p>
	<p>Headteacher Mr O'Malley</p> 	<p>He is responsible for:</p> <p>The day to day management of all aspects of the school including the support for children with special educational needs and/or disabilities and ensuring that the governors are kept up to date about and issues relating to SEND.</p>
	<p>SEND Governor Mrs R Patey</p> 	<p>She is responsible for:</p> <p>Ensuring that the governors are kept up to date about any issues relating to SEND.</p> <p>Carrying out learning walks to ensure that she has a good understanding of the support the SEND children are receiving and that it is appropriate for their needs.</p>

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of strategies used. This can then be used in later discussion if concerns persist.

Identification of special educational needs and/or disabilities and Assessment

We believe it is important to identify a child's individual needs as quickly as possible to ensure that they receive the support they need promptly for more information please see below.

- When pupils have an identified special educational need and/or disability before they join us we work very closely with the people who already know them and use the information that is already available to identify any possible barriers to learning and consider how we can best

support them in our setting. The school endeavours to welcome all students including those with disabilities and work hard to overcome any barriers to learning that may present themselves.

- If you tell us that you think your child has a special educational need or disability, we will discuss this with you and assess your child accordingly. These assessments will usually take place at school. They may be done by the class teacher, SENDCo or they could be carried out by an outside agency such as the Educational Psychology team, the Learning Support team (LSAT), Woodlands or the Speech and Language team. The findings of any assessment will always be discussed and shared with you as well as the next steps in terms of the support we will be providing.
- If a member of staff feels that your child has a special educational need and/or disability this maybe because they are not making the expected progress. If this is the case, you will be told by your class teacher or the SENDCo. Assessments will then be carried out and appropriate provision will be put in place.
- Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need, but should be seen as a form of communication that needs to be thought about and addressed.

A Graduated Response to SEND

At Stokesay Primary School we have a graduated approach where children's needs are assessed, individual targets are planned, implemented and reviewed on a regular cycle.

SEN Support

At Stokesay we ensure that we meet the learning needs of all our pupils through our excellent teaching and learning, providing differentiated work and a personalised approach.

Wave 1 (Quality First Teaching)

This is the delivery of high quality, inclusive teaching within the classroom taking account of the learning needs of all pupils.

Wave 2

This is for pupils who may require further support to help them to meet age-related expectations. Additional help may be provided through 1:1 or small group interventions with those pupils who have similar needs.

Wave 3

This is for a minority of pupils where individual, highly-tailored interventions take place to accelerate progress to enable them to achieve their potential.

For those pupils who, despite targeted group support, are making little or no progress, external agencies may be involved to advise school and assist further. This need is referred to as 'SEN Support'. An Individual Provision Map (IPM) will be created for your child outlining specific targets which will be reviewed at a termly meeting with the class teacher.

How are teachers in the school helped to support children with SEND, and what training do members of staff have?

Stokesay Primary School strives to ensure staff members are well-trained and feel confident in what is expected of them. All teachers and staff members who have training are then given the platform to share their training and resources with relevant staff to support others. The

needs of pupils are identified on a school provision map which for SEND pupils identifies all resources, training and support.

If a child needs an EHCP, the SENDCo will ensure suitable provision is identified in their plans and will put this in place. This funding is allocated to schools and the amount is decided by the Local Authority. This provision will be reviewed regularly and shared with parents/carers.

SEND Training for staff over the past 3 years

All of our teachers are fully qualified and undertake specialist further professional development. Ongoing professional development is key to ensuring staff of all categories remain updated and skilled. Professionals from external agencies support our teachers to deliver specific programmes to our children.

Some staff have received training and support in the following areas within the past 2 years:

SENDCO completed the NASENCO (National Accreditation of SENCOs) award in 2020
The SENDCO attends termly network meetings and any other relevant courses which will help to keep school up to date with current practice.

Supporting children with behavioural issues

Supporting children with dyslexia

Autism and behaviour

Autism and Anxiety

Supporting children with dyscalculia

Supporting children with dyspraxia

Supporting children with ADHD

SMART target training

Paediatric First Aid

Training and feedback from the Educational Psychology Service Advice

NELI training

SALT packages including vocabulary and concepts and colourful semantics

Attachment training

Mental Health Training

Cool Kids training

Supporting the hearing impaired

ELSA Training

How will the teaching be adapted for my child with SEND and how will they be involved in this process?

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using Pre-key stage standards for children working well below year group expectations) and will ensure that your child's needs are met wherever possible within our mainstream setting.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed, including intervention programmes, in order to meet your child's learning needs.

Your child's views are sought when and where appropriate.

Learning Support Plans are shared with children when appropriate and children are asked to record what they think.

Children are invited to meetings where appropriate, and their views are actively sought through questionnaires, discussions and being present at meetings.

Children who have an EHCP complete an informal questionnaire during the review process and are invited to the meeting to share their feelings, aspirations, likes, dislikes, favourite subjects etc.

What support is available for pupils with Special Educational Needs and Disabilities

Stokesay Primary School works hard to provide a caring and supportive environment where children's achievements and contributions are highly valued. We offer:

- Support from highly trained and supportive staff
- A dedicated inclusion team who regularly meet to discuss children's targets and review if they are making progress
- Access to a broad and balanced curriculum which is tailored to suit individual needs
- Pupils are referred to appropriate outside agencies as and when it is deemed necessary
- Pupils are involved with writing their child friendly one-page profile and setting relevant targets
- Pupils have access to relevant equipment and resources as and when necessary
- Schools ensure that families are involved in the process and that they are supported appropriately including signposting them to relevant outside agencies

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs and Disabilities.

We refer children to the following services:

- LSAT
 - Woodlands outreach service- learning behaviour and ASD
 - Educational Psychology
 - Sensory inclusion
 - Education Welfare
 - Speech and Language Therapy Services
 - Occupational Therapy
 - Bee-U (previously CAMHS)
 - TMBSS (Tuition, Medical and Behaviour Support Service)
- Following a referral, we act on advice provided by the outside agency

How we support the emotional and social development of our pupils with Special Educational

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes teach lessons based on the PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer things such as:

- Nurture groups
- Lunchtime and playtime support through planned activities and groups
- Liaise with the school nurse for support and advice for children and families
- Supporting children in lessons as and when necessary
- Have an inclusive and supportive atmosphere which values children and celebrates all kind of achievement
- Dedicated Pastoral Manager who can work with children and offer targeted interventions
- An inclusion team

How we assess and evaluate the effectiveness of our SEND provision

- The progress pupils are making provides evidence of the effectiveness of SEND provision

- Targets for children are SMART (Specific, Measurable, Achievable, Relevant, Timely)
- Parents/carers are involved in the setting of and reviewing these targets
- Learning walks by the Head Teacher, SENDCo and SEND Governor
- Monitoring visits
- Feedback from outside agencies
- Interventions are monitored and the impact they are having is monitored
- Every child with SEND has their own provision map
- Pupils and parents are consulted on various aspects
- Regular additional meetings with parents/carers of children on the SEND register
- Lesson observations
- Children are closely monitored and involved in order to ensure that they are happy

What if I think my child has SEN?

All parents and carers can speak directly to SENDCo or class teacher to raise a concern. The SENDCo and class teacher will then organise a meeting to discuss your raised concern and look at actions both the school and home can take to support your child.

Parental Involvement

We work together with you, valuing your involvement in your child's education through:

- Two parents' evenings a year
- Termly in-school meeting to review and set new targets on your child's Individual learning plan
- Annual Reviews for pupils with an Educational Health Care Plan
- Meetings with class teacher and SENDCo when requested by you or school
- Class updates uploaded on Tapestry
- Resources and approaches that could be used at home are shared with parents/carers
- Reports from outside agencies are shared and discussed with parents/carers

Pupil Involvement

We work together with your child, valuing their views and feelings through:

- Pupil voice
- Open communication with your child to share any worries with class teacher
- Time to look at their work with the teacher and reflect on their learning
- All staff take time to get to know your child as an individual

If you have any questions, concerns, complaints or compliments about our provision for pupils with Special Educational Needs and Disabilities

Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or the SENDCO and following this with the Headteacher or member of SLT. If concerns are not resolved, then the Governors should be contacted.

Mr O'Malley- Executive Head Teacher
 Miss K Hadley -SENDCO
 Mrs Rose Patey - SEND Governor
 Email admin@stokesayprimary.co.uk

Frequently Asked Questions

What is SEND Support?

This means your child has been identified by the class teacher as needing some extra specialist support in school from an outside professional. We work closely with Local Authority central services such as the Educational Psychology, Occupational Therapy or Sensory Service (for students with a hearing or visual need) and Outside agencies such as the Speech and Language therapy (SALT) Service. Learning Support Advisory Teachers (LSAT) or Autism Spectrum Condition (ASC) Specialist Outreach Team (e.g. Woodlands Outreach). We arrange times for Parents/ Carers to discuss findings with the professional involved and are always willing to meet to discuss recommendations in detail. Reports from the relevant personnel are used to shape individual programmes for the pupils who may need further classroom adjustments and 1:1 tuition to meet their needs. Children at all stages in their school career are encouraged to contribute their own thoughts about what works well for them and what support helps them to progress. They are encouraged to help to set their own targets. We use pupil profiles for children with SEND status to ensure that everyone working with the child has as fully rounded a picture of the child as possible. These will also identify the steps needed to make progress and the strategies and personnel involved.

What is an EHCP?

An Education Health Care Plan (EHCP) has replaced the Statement of Special Educational needs. This is for children with severe learning needs or medical needs (including mental health). Assessment criteria is available on the Shropshire Send Local offer website. An EHCP is determined by a panel of experts and once determined specifies the desired outcomes of the plan and the provision needed to help the child reach their targets.

What is Early help?

Occasionally either at parental or school request we may request an Early Help Assessment for your child. Early Help is designed to meet the needs of young people from birth to 25 with social, emotional, mental and health needs and allows co-operation between support agencies including Social Services, medical professionals including mental health workers and educational professionals (school). This may mean that a different agency than school takes the lead in supporting your family and school to achieve the best outcomes for your child.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCO/ Head is available to meet with you to discuss your child's progress or any concerns/worries you may have. The SENDCO is available to meet with you to discuss any concerns over specific support for your child. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Documents such as pupil profiles, person centred plans, individual provision maps and assess, plan, do, reviews will be reviewed with your involvement each term. Homework will be adjusted as needed in order to meet your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Stokesay Primary School accessible to children with SEND?

There are toilets suitable for disabled users. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND. The school site is all on one level and is accessible by wheelchair users.

How are the staff in school helped to work with children with SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This has included whole school training on SEND issues such as Autism Spectrum Condition and Attachment Disorder, specific difficulties (Dyslexia) and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to more specific needs.

How will the teaching be adapted for my child with SEND?

Class 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. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted daily if needed to meet your child's learning needs.

How will the progress of your child be measured in school?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally against the National Curriculum every term. At the end of each key stage (i.e., at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). Children on the Special Education Needs and Disabilities Register will have an individual Pupil Profile, pupil centred plan, provision map and an assess, plan, do, review form which will be reviewed with your involvement every term and the plan for the next term made. The progress of children with an EHCP Plan is reviewed at an Annual Review with all adults involved with the child's education. The Head/SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in through learning walks, book trawls and observations etc.