



**Stoke Prior Primary School**  
**Information Report and Policy**  
**for Special Educational Needs and Disabilities (SEND)**  
**& Our Local Offer**

Co-ordinator: Miss J Angell

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## **Introduction**

The aim of this Policy is to provide information for teachers, parents, governors and support staff relating to the school's philosophy and practice in meeting the 'special educational needs' of our pupils. It will also set out what we provide as our Local Offer for children with Special Educational Needs and / or disabilities and their families.

The policy takes careful account of The Education Act 1996, The Revised Code of Practice 2014 (Part 3 of the Children and Families Act 2014), The Special Educational Needs and Disability Regulations 2014, The Equality Act 2010, The Policy of Herefordshire LA, Inclusion and our Accessibility Plan - and the aims of the school as outlined herein.

## **Background**

The Code of Practice 2014 provides the following definition of special educational needs:

"A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

Therefore, pupils have special educational needs when a learning difficulty or disability calls for 'extra help'.



Provision may be made for a child on a temporary or long-term basis.

## **Principles**

*Our SEN policy and Local Offer is based on the following principles:*

- that all teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the support of the SEN co-ordinator and external professionals;
- that all children are entitled to a broad, balanced and relevant curriculum which includes the National Curriculum;
- that pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and share in social and cultural activities.

## **Aims**

All children have skills, talents and abilities – and as a school we have a responsibility to develop these to the full.

*We believe that:*

- All children are entitled to a relevant and worthwhile education, designed to enable them to fully participate in society.
- All children should have equality of opportunity.
- Pupils who have identified special needs and/ or disability should be supported wherever necessary to achieve full access to the whole school curriculum.
- Individual needs should be met with a range of strategies and solutions including support staff, specialist equipment and resources.
- School should be, for all children, a safe, secure, reassuring, welcoming place, where they are able to feel confident and achieve success, regardless of any difficulties they may be experiencing.
- That education should be a partnership between school and parents. We value their involvement and insight. We look forward to their co-operation in helping to overcome difficulties and 'barriers to learning'

In support of these aims, the policy continues to outline the provision our school endeavours to achieve.

## **Management of SEN**

As already stated, providing for the needs of individual children remains the responsibility of the class teacher. However, teachers work together and in partnership with the SEN Co-ordinator (SENCO).



Miss J Angell has the responsibility, with the support of the Headteacher, for the day-to-day operation of the SEN policy. Miss Angell can be contacted at Stoke Prior Primary School on 01568760207 if you have any concerns about provision for your child.

## **The Role of the Governing Body**

### **Governor with responsibility for SEND: Mrs Abigail North**

The SEND Governor will liaise with Miss J Angell and meet to discuss matters relating to the individual needs of the children.

The school governing body has important statutory duties towards SEND pupils. Together with the Headteacher it will take overall responsibility for developing and implementing the school SEND policy.

#### **The governing body must:**

- do its best to secure the necessary provision for any pupil identified as having special educational needs.
- ensure that all teachers are aware of the importance of identifying and providing for these children
- consult with the LA as appropriate.
- report annually to parents on the development and success of the school's policy for children with educational needs.
- admit, as agreed by the governing body, children with special educational needs in line with the school's admission policy.
- be aware of The Code of Practice when carrying out their duties towards all pupils with special educational needs.
- delegate a governor to attend LA training course.

## **Role of the Special Needs Co-ordinator (SENCO)**

SENCO: Miss J Angell

#### ***She will:***

1. Oversee the provision for pupils with SEND, including general classes, small group and individual pupil support.
2. Co-ordinate the provision and liaise with Learning Support Assistants.
3. Support and advise colleagues
4. Discuss and monitor the work of all staff involved in supporting individual needs.
5. Act as a link with parents, advising them of our concerns, regularly reviewing their child's needs and encouraging their active involvement in decision making.



6. Maintain the school's special needs register and all the required documentation.
7. Contribute, collate and manage the records of all children with SEND.
8. Manage all school based assessments.
9. Act as a link with external agencies and other support agencies referring children for specialist help and assessment where necessary.
10. Complete documentation required by outside agencies and the LA. (Top Up Funding, Education Health Care plans)
11. Engage in formal meetings with external agencies regarding individual pupils who may need assessing.
12. Ensure that annual reviews of Education Health Care (EHC) Plans of special educational needs are conducted correctly.
13. Regularly review, monitor and evaluate SEND provision within the school, thus meeting and discussing children with all staff.
14. Maintain and improve a range of resources and teaching materials to provide relevant learning support.
15. Lead in-service training in line with the school's professional development programme.
16. Monitor and evaluate all special needs provision – and report to the parents annually, on behalf of the governing body, in 'The Governors Report to Parents'.
17. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
18. Integrate children with SEND in the classroom and the school wherever possible and appropriate.
19. Keep children focused on their learning targets.
20. Support class teachers with drawing up Individual Education Plans (IEP's)/ Provisions Maps and set targets appropriate to the needs of the pupils.
21. Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
22. Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **Allocation of Resources**

The SENCO is responsible, in consultation with the head, for the operational management of the agreed resourcing for SEN provision.

The headteacher and Clerk to Governors inform the governing body of how the funding of SEN is decided.

The school can provide information regarding the current allocation of resources and respective costings.



## **Identification**

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils in all 4 areas of need: Cognition & Learning, communication & interaction, Social, Emotional & Mental Emotional Health, Physical & Sensory. They then identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We endeavour to identify a child who may be experiencing 'difficulties' as soon as possible. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

They work together with the parents to gain a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

We work with the child and their parents in partnership to ensure the child receives the help, support and encouragement they need.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided through 'Quality First Teaching' (See link to Stoke Prior Primary School Quality First Teaching document: [quality-first-teaching.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://www.amazonaws.com/s3/primarysite-prod-sorted.s3.amazonaws.com/quality-first-teaching.pdf)) that all children receive, the school's core offer, or whether something different from or additional to is required.

If it is that they need provision that is 'different from and additional to' what is normally available, the child will be added to the SEND Register.

What is the SEND Register?

This is an in-school register of children who require provision that is 'different from and additional to' what is normally available to all children.

It is a fluid list that children can be added onto and removed from. The SENCo along with teaching staff, the child and parents will review the provision regularly and if it is decided that the child doesn't require the provision any longer, the child can be removed from the register.

A child who has a diagnosis doesn't necessarily need to be on the SEN Register if they don't need provision that is 'different from or additional to' the Quality First Teaching available to all children.



## **Assessment**

The following assessment is used in school to identify children who might need support in one of the 4 areas of need.

- Foundation Stage – Early Years Profile
- ‘Phonics’ Check
- Twinkl Phonics assessments
- Single Word Reading Assessment -GL Assessments
- Single Word Spelling Tests – GL Assessment
- Key Stage One Teacher Assessments
- Yearly standardised SATs(optional) tests
- York Assessment of Reading for Comprehension (YARC)
- Book scrutiny
- Specialised assessments from external agencies and professionals
- Diagnostic work undertaken in Class
- Observation by staff and whole staff discussions in staff meetings
- Annotation of class work
- Class teacher’s marking and continuous formative assessment
- Termly teacher assessments recorded on SIMs
- Progress and achievement meetings with staff
- Questioning
- National Curriculum Records
- Individual target setting.
- Discussions with parents
- Private SALT assessment

## **Action, Record Keeping, Monitoring and Review**

As set out in the SEN Code of Practice 2014 we follow a graduated approach to assessment, interventions and reviewing. It is a four part cycle – Assess, Plan, Do, Review.

1. Upon identification, the SENCo endeavours to assess a child to identify the nature of the ‘barrier to learning’.
2. The SENCo along with the class teacher, the child and the child’s parents then discuss and plan appropriate interventions to help support the child in their area of need.
3. The identified support is then put in place and monitored every six weeks.
4. The SENCo monitors the progress of the child by liaising with the class teacher/ LSA and recording any relevant information in the child’s SEND record folder.
5. Regular review meetings are held with the class teacher, the parents and the child. The SENCo will join a review meeting when appropriate.
6. Individual Education Plan (IEP)/ Provision Map



- An IEP/ Provision Map is only produced when interventions are provided that are additional to or different from the Quality First Teaching provided to all children.
- Any additional support is shown on the IEP/ Provision Map.
- The IEP clearly lists targets and outcomes that are achievable and relevant for the child. The targets and outcomes will be discussed with the child and their parents.
- The IEP/ Provision Map's effectiveness will be reviewed at least twice yearly, although individual targets may change during the life of the IEP.

#### 7. Review and Evaluation

- Information is sought from staff, parents and the child to evaluate the success of the IEP/ provision Map.
- Where appropriate, new targets, outcomes and teaching strategies are agreed
- A new IEP/ Provision Map may be written
- If the intervention has been successful, the child's name may be removed from the register.
- Earlier decisions, targets, outcomes and interventions are revisited, refined and revised.

## **Interventions and Additional Provision**

At Stoke Prior School we strive to support *all* children to enable them to achieve at school by providing high quality differentiated classroom teaching. We embrace the fact that every child is different and therefore the educational needs of every child are different. We set high expectations for every pupil whatever their prior attainment.

For some children there are occasions when further additional support may be needed to help them achieve their potential.

In terms of what we offer children with SEN and/ or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members, the child, the child's family and where necessary outside agencies (e.g. Speech & Language Therapist or an Educational Psychologist).

The school offers many different forms of intervention/ additional provision. This includes:

- Additional in-class support
- Additional out-of-class support
- One-to-one support
- Experienced, friendly and supportive Learning Support Assistants
- Flexible groupings (including small group work)
- Access to specific resources e.g. writing slopes, seating cushions, pencil grips, recording buttons, coloured overlays.
- Mentoring – Social Skills programmes/support including strategies to enhance self-esteem. Strategies to reduce anxiety/ promote emotional wellbeing.
- Strategies/ programmes to support Speech and Language
- Strategies to support/ develop English/ Maths



- Strategies to support behaviour
- Provision to facilitate/support access to the curriculum
- Strategies/ support to develop independent learning
- Support/ supervision at unstructured times of the day including personal care
- Planning and assessment
- Liaison/ communication with professionals/ parents, attendance at meetings and preparation of reports
- Access to medical interventions
- Access to a wide range of outside agencies including Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers or support services, therapists (including speech and language therapists, occupational therapists and physiotherapists)
- An accessible school environment
- Early Mental Health Practitioner
- ELSA – Emotional Literacy Support Assistant

Interventions and Additional provision are overseen by the school SENCo and are designed and implemented by class teachers and Learning Support Assistants (LSAs).

In addition **all** pupils benefit from:

- a range of teaching and learning styles
- a supportive, flexible, stimulating and encouraging learning environment
- a differentiated curriculum
- a range of differentiated learning materials (both for reinforcement and extension)
- assessment procedures that emphasise pupils strengths and achievements
- access to ICT
- a broad range of extra-curricular activities, trips and residential trips. It is worth pointing out that we do not offer targeted extra-curricular activities for children with SEND but instead actively try to ensure **all** our extra-curricular activities, including the residential trips, are adapted for children with specific needs.
- Please also see the attached Quality First Teaching document.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child.

## **Funding**

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Additional top-up funding is available from the Local Authority where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.





## **Education Health and Care Plan (EHC Plan)**

Sometimes, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they still don't make the expected progress. At this point the school or parents should consider requesting an Education, Health and Care needs assessment from the Local Authority (LA).

Following a request for an EHC needs assessment, the LA must determine whether an EHC needs assessment is necessary. If they do not feel it is necessary the parent has the right to appeal the decision. If the LA decide to go ahead with the needs assessment the child and the child's parents will be consulted throughout the process of assessment. When carrying out an EHC needs assessment the LA will seek views and information from the child, the parents and from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision. If the LA then decide an EHC Plan is necessary it is up to the LA to prepare the plan in close consultation with the child's parents. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks.

The Headteacher should ensure that those teaching a child with an EHC Plan are aware of the child's needs and have arrangements in place to meet them.

The child's teacher will monitor and review the child's progress during the year and keep the child and their parents informed of the progress they are making.

EHC Plans must be reviewed formally at least annually in partnership with the child and their parents. The review will focus on the child's progress towards the outcomes specified in the EHC Plan and will also consider whether these outcomes remain appropriate.

The LA may cease to maintain a plan if it determines that it is no longer necessary for the plan to be maintained.

## **Transitions**

We support **all** children in making smooth transitions between schools whether it is from an Early Years setting into school, moving schools due to a house move or from Primary school to Secondary school.

Where children have a Special Educational Need and/ or Disability the class teacher and or SENCo will discuss the child's strengths and needs with the relevant staff member at the school they are coming from/ going to. They will also go and visit the child in their familiar setting/ invite a member of staff from the new school to visit the child at Stoke Prior. A transition passport will be made to allow the child to become familiar with their new setting and staff members. The class teacher will chat to the child about any visits they have made



to their new school and will support any initiatives the new school have in place to help the child have a smooth and happy transition.

Where a child has an EHC Plan it must be reviewed and amended in sufficient time prior to the child moving between key phases (e.g. going to Secondary school). If a child is moving to another LA the LA must transfer the EHC Plan to the new authority immediately.

## **Parental Involvement**

Parental involvement is greatly encouraged at Stoke Prior School. We are committed to the belief that parents are partners in all aspects of the child's education and their views are important. We aim to keep parents fully informed and involved.

The relationship between parents of SEN children and our school is crucial. Through partnership and communication the child's needs are better met and understood. This has a great bearing on a child's educational progress.

Parents will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. They will then be consulted, along with the child, through every step of supporting them to achieve their potential.

The process of engaging with parents/carers whose child/children may be experiencing 'a barrier to learning' and therefore having difficulties will be:

- Class Teacher speaks to parents raising initial concerns
- If necessary, Class Teacher writes to parents requesting they contact the school to discuss their child's progress.
- A meeting is arranged to discuss the child's difficulties/lack of progress.
- A meeting is arranged to discuss appropriate outcomes, targets, support, interventions and/ or resources to help the child reach their potential. An IEP/ Provision Map may be created.
- Part of the cycle of review to take place at Parents Consultation Evenings.
- SENCO to initiate other review meetings when necessary or where there may be a further concern over a child's progress.
- SENCO to meet with parents where a request for an EHC needs assessment is required.

We hope that parents will be supportive of the interventions/Additional Provision/ IEP/Provision Map and be willing to focus on targets at home, helping also in the completion of homework tasks.

If parents feel they would like further advice and support. They are able to contact the Special Educational Needs & Disabilities Information and Advice Service (SENDIAS) at Herefordshire Council. They are open Monday to Friday from 8.30am - 4.00pm on 01432 260955. Otherwise they can be contacted via email at, [sendias@herefordshire.gov.uk](mailto:sendias@herefordshire.gov.uk) or by



post at, Herefordshire SENDIAS, Hereford Town Hall, 10 St Owen Street, Hereford HR1 2PJ.

Herefordshire council also provide a local offer that sets out, in one place, the support and services available for children and young people with special educational needs or disabilities (SEND) in Herefordshire. This can be found at <https://www.herefordshire.gov.uk/localoffer>

## **Staff Training**

The staff at Stoke Prior School are committed to supporting children with Special Educational Needs and/ or Disabilities.

They have and will continue to undertake training in many different areas of SEND.

The training comprises of:

- Whole staff, small groups or individual sessions lead by specialist teachers, medical specialists, Educational Psychologists, Speech Therapists etc.
- Individual online training provided by the LA.
- Individual online research.
- Conferences/ training on specific areas lead by specialists/ LA.
- Staff meetings lead by the SENCo.

Miss Angell has been a SENCo for 18 years and regularly attends SEN meetings and conferences run by the LA or other training groups.

For more information about what we offer at Stoke Prior School for children with Special Educational Needs and/ or Disabilities and/ or if you have any questions or queries about SEN, please speak to Mr Lewis (Headteacher) or Miss Angell (SENCo). If you think your child has a learning difficulty, please talk first with your child's teacher. They will be able to tell you about your child's progress listen to your concerns and work with you to deal with your child's needs step by step or in stages, matching the level of help to the needs of the child.