Stoke Prior Primary School

Last amended February 2026

To be reviewed no later than February 28th 2027

Stoke Prior Primary School

SPR 6 Information Report for Special Educational Needs and Disabilities (SEND) & Our Local Offer

Co-ordinator: Mrs J Holder

Introduction

The aim of this Information Report is to provide information for teachers, parents, governors and support staff relating to Stoke Prior School's philosophy and practice in meeting the 'special educational needs and/or disabilities' 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.

This Information Report is to be read alongside the TCAT Special Educational Needs and Disabilities (SEND) Policy.

What are Special Educational Needs and/or Disabilities

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.

The Four main areas of SEND that we provide for are;

Our school currently provides additional and/or different provision for a range of needs, including:

• **Communication and interaction,** for example, autistic spectrum disorder and speech and language difficulties

• **Cognition and learning,** for example, SpLDs, learning difficulties, development disorders

• **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety and emotional regulation

• **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy, diabetes.

Principles

Our SEND Information Report 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 using reasonable adjustments.
- 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 Information Report continues to outline the provision our school endeavours to achieve.

Management of SEND

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 SEND Coordinator (SENCO).

At Stoke Prior Primary School, Mrs J Holder has the responsibility, with the support of the Headteacher, Mr Matt Lewis, for the day-today operation of the SEND policy and Information Report. Mrs Holder and Mr Lewis can be contacted at Stoke Prior Primary School on 01568760207 if you have any concerns about provision for your child.

For any complaints with regards to SEND, our SEND Governor Mrs Lorna Firth can be contacted on 07974972296. .

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' Send Information | Stoke Prior Primary School 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 Insight
- 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. <u>Individual Learning Plan (ILP)/ Provision Map</u>

- An ILP/ 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 ILP/ Provision Map.
- The ILP 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 ILP/ Provision Map's are Live documents and the provision and targets are updated regularly, as and when targets are met.
- The ILP/Provision map is added to the child's individual SEND Seesaw page. Evidence of progress is then uploaded to Seesaw to allow staff, the child and the parents see the progress being made by the child.

7. Review and Evaluation
    - Information is sought from staff, parents and the child to evaluate the success of the ILP/ provision Map.
    - Where appropriate, new targets, outcomes and teaching strategies are agreed
    - 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.

- Each child on the SEND register has a passport which is updated each year to keep track of their interventions, referrals, and progress data. It also includes the child's strengths and areas of need, the pupil's voice and parent's voice. The passport is passed onto the child's new teacher each year and the parents receive a copy. At the end of Year 6, the passport will move onto High School with them.

Interventions and Additional Provision

At Stoke Prior School we strive to support ***all*** children to enable them to access and achieve all areas of learning by providing high quality adapted 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).

In some activities, pupils with SEN and/ or disabilities take part in the same way as their peers. In others, some modifications or adjustments are made to include everyone. For some activities, a 'parallel' activity for pupils with SEN and/or disabilities is available so they work towards the same lesson objectives as their peers but in a different way. Occasionally pupils with SEN and/or disabilities will work on different activities or towards different objectives, from their peers.

Additional support may be given in class;

- Additional adults that will support pupils with SEND by acting as a scribe or a reader, explaining things in more simple language, model skills, breakdown activities into smaller steps and support with the repetition and over-learning of skills.
- Use the pupil's preferred communication method be that verbal, Makaton, symbols or a combination of them all to ensure lessons and activities are accessible to all.
- Adaptations to the physical environment and space to make all lessons inclusive for wheelchair users, and learners with a range of physical needs.
- Non-sighted methods of reading, and specialised equipment in PE.
- Technological aids such as recording buttons, iPads, timers.
- Word banks and picture cards.
- Repetition of key vocabulary and language
- Pre-exposure to new learning material
- Adapted resources e.g. scales on measuring cylinders
- Drama to explain concepts and embed key vocabulary
- More precise step-by-step instructions, which are then modified with visual, key words, signs, symbols and simple language.
- More simple representations of data e.g using pictograms.

- Use of manipulatives and resources used in Maths lessons to support learning in other subjects such as Science.
- Use of concrete resources.
- Visual aids such as photos, videos and simulations to help pupils learn and make sense of the subject content.
- Worked examples to use as a model whilst completing independent work.
- The way questions are asked will be considered in order to check pupil's understanding; these may need to be rephrased to ensure all pupils can access the learning and respond appropriately.
- When pupils conduct fieldwork or attend other visits modifications and adjustments are planned and considered to ensure all pupils can develop their curiosity and fascination with the world around them. Factors that may affect pupils with SEN and/or disabilities are included in risk assessments to ensure the safety of all pupils.
- Consideration to how group work is organised- the size of groups, where they work and level of support required.
- Different equipment including different sized equipment, equipment with a different grip and weight, ear-defenders, seating, desks, ramps, seating cushions, pencil grips, coloured overlays, writing slopes.
- Use of a range of strategies including: modelling, imitating and demonstrating to help learners understand concepts.
- Beginning lessons with a recap of previous learning or recapping new vocabulary.
- Peer support to motivate and model skills.

Additional support/interventions outside of the classroom;

- Additional out-of-class support - small group or targeted support by friendly, experienced Learning Support Assistants.
- Social Skills programmes/support including strategies to enhance self-esteem. Strategies to reduce anxiety/ promote emotional wellbeing. ELSA (Emotional Literacy Support Assistant) trained member of staff. Early Mental Health practitioner.
- Strategies/ programmes to support Speech and Language - activities and resources given by SALT.
- Strategies to support/ develop English/ Maths -Toe-by-Toe, Word Wasp, Precision Teaching, Nessy, Twinkl Phonics interventions, Jungle Journey for fine Motor skills, Catch-up Maths, Numicon.
- Strategies to support behaviour – Team Teach trained staff.
- Support/ supervision at unstructured times of the day including personal care
- 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, Children and Young People's Mental Health Services (CYPMHS), including specialist CAMHS support, specialist teachers or support services, therapists (including speech and language therapists, occupational therapists and physiotherapists)
- An accessible school environment

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
- an adapted curriculum
- a range of adapted learning materials (both for reinforcement and extension)
- assessment procedures that emphasise pupil's 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. Send Information | Stoke Prior Primary School

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 ECH 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 ILP/ 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/ ILP/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 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

Evaluating the effectiveness of SEND provision

The effectiveness of the TCAT Special Educational Needs and Disability (SEND) Policy and Stoke Prior School's SEND Information Report and provision is evaluated through:

• Monitoring of planning and classroom practice by the SENCo and subject co-ordinators

• Tracking and analysis of pupil data and test results

• Calculating progress measures for pupils on the SEND register

• Monitoring of procedures and practice by the SEND governor

• TCAT/Stoke Prior School's self-evaluation and development plan

• Reviewing the impact of interventions is evaluated through careful assessment, for example, by using standardised tests as well as assessing against age related expectations. Pupils' individual progress towards their goals is recorded on Seewsaw.

• Holding annual reviews for pupils with EHCPs

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.

Mrs Holder has been a SENCo for over 20 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 Mrs Holder (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.

First adopted by Governors: February 2025