



Stokesley Primary Academy

SEND Information Report September 2023

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Introduction

At Stokesley Primary Academy we are proud to provide a caring, nurturing and inclusive environment where every member of our community is valued and respected. We take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well.

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs, which is the requirement of all schools and academies as stated in the *SEND Regulations 2014 (regulation 51 and schedule 1)*. This information outlines the support and provision you can expect to receive, if you choose Stokesley Primary Academy for your child in compliance with *Section 69 of the Children and families Act 2014*.

For further information, see: [SEND Policy](#)

What does the term Special Educational Needs mean?

The SEND Code of Practice 2015 defines Special Educational Needs as follows:

"A child or young person has 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:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

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Section 1: Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes access to the National Curriculum in line with the Special Educational Needs Code of Practice 2014. We have the highest possible expectations for all pupils including those with SEND and we aim to raise our pupils' aspirations. We have a focus on outcomes for children and use a range of strategies to ensure our children get the specific support that they need to achieve their potential.

Objectives:

- To monitor the progress of all pupils to aid identification of pupils with SEND and to enable all children to meet their full potential.
- To identify SEND as early as possible.
- To make appropriate provision to overcome barriers to learning and ensure pupils with SEND have access to a broad and balanced curriculum.
- To work closely with parents.
- To work with outside agencies to better support children's needs. (See Section 11 for a list of these agencies).
- To create a school ethos where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.

Section 2: Responsibility for the coordination of SEND provision

The Principal is responsible for overseeing the school's policy for SEND and the provision for children with SEND.

The SENDCO is responsible for coordinating the day-to-day provision of education for pupils with SEND.

Section 3: Arrangements for coordinating SEND provision

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teachers

Responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and liaising with the SENCO.
- Ensuring that all staff working with your child in the classroom are able to deliver the planned work/programme for your child, so he/she can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed and in evidence in their classroom and in their work with children with SEND.

SENCO (Special Educational Needs Co-ordinator)

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality education that meets their needs.
- Ensuring that you are:
 - ✓ involved in supporting your child's learning
 - ✓ kept informed about the support your child is getting
 - ✓ involved in reviewing and monitoring how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs and these are shared as appropriate with the relevant members of staff.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Principal

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Principal will give responsibility to the SENCO and other senior leaders but holds overall responsibility for ensuring that your child's needs are met.
- Ensuring that the training needs of the SENCO and all other staff are met.
- Making sure that the Trustees are kept up to date about any issues in the school relating to SEND.

Academy Improvement Committee

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Being a "critical friend" to the SENCO and Senior Leaders with regard to SEND provision

Section 4: Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equalities Act 2010. This includes children with SEND who are supported through School Support or who have an Education, Health and Care Plan. For further information, please visit www.enquirelearningtrust.org/key-information/admissions

Section 5: Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Section 6: Facilities for pupils with SEND

How is Stokesley Primary Academy accessible to children with SEND?

- The main buildings are accessible to children with physical disabilities via ramps and disabled entrances.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum. Specialist sporting competitions and leadership opportunities for SEND pupils are offered alongside mainstream activities.
- Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required.
- Trips, including residential visits, are accessible and all children are encouraged to take part, including those with SEND. Extra risk assessments, arrangements and planning will take place as required on an individual basis.

The school complies with all relevant accessibility requirements. Please see the school accessibility plan for more details.

Section 7: Allocation of resources for pupils with SEND

How is extra support allocated to children?

- The school budget, received from NYCC LA, includes money for supporting children with SEND.
- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the Trustees, on the basis of needs in the school. All pupils with SEND will have access to Element 1 and 2 of a school's budget.
- Some pupils with SEND may access additional funding.
- The Principal, SLT and the SENCO discuss all the information they have about SEND in the school, including:
 - ✓ the children getting extra support already through School Support or an Education Health Care Plan
 - ✓ the children needing extra support
 - ✓ the children who have been identified as not making expected progress
 - ✓ Decide what resources/training and support is needed.
 - ✓ All resources/training and support are reviewed regularly and changes made as needed.

Section 8: Identification of pupils' needs

See definition of Special Educational Needs at the start of the SEND Information Report. Special Educational Needs and Disabilities can be split into four broad categories:

Communication and Interaction: Speech, Language and Communication Needs (SLCN) and/or difficulties with social interaction including Autistic Spectrum Disorders (ASD).

Cognition and Learning: Learning difficulties including Specific Learning Difficulties (SpLD) such as Dyslexia or Dyscalculia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). If a child's primary need is Cognition and Learning, this generally means that they are working 2 or more years below their chronological age.

Social, Emotional and Mental Health: Social, Emotional and Mental Health difficulties which can manifest in many ways including becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour.

Physical and Medical: This can include a range of medical conditions and physical disabilities which impact on a child's education and progress. Visual and Hearing impairments are included and children may require augmentative equipment. If appropriate, adaptations are made and if the child is making progress, they will not automatically be identified as SEND if they have a medical or physical disability.

At Stokesley Primary Academy, we support pupils across all four areas of SEND. Often a child's needs will fall into more than one category. This will be reflected in their individual learning plan and in the differentiation and adaptation of the curriculum to meet their needs.

How will the school let me know if they have any concerns about my child's learning in school?

- Stokesley Primary Academy is a caring and nurturing school that strives to keep open lines of communication with pupils and parents throughout the year.
- At Stokesley Primary Academy, we use a Graduated Approach for children with SEND where we **assess** the child, **plan** for any needs, **do** the actions set out in the plan then **review** how successful it was in achieving the desired outcomes.
- **Your views and the views of your child are included in this process and will be reflected in the Graduated Approach plan.**
- If the teacher has a concern about a pupil in his/her class, in the first instance they will speak to you and share the concern. Together, you will then decide on an action plan to address the problem.
- If, after a term, the agreed approach has not worked and there are still concerns, the class teacher will set up a meeting with you to discuss this further. At this point, the SENCO will be invited to attend the meeting with a view to supporting your child through SEND support in school.
- Desired outcomes for your child will be agreed and a plan made regarding the provision that will be necessary.
- The provision will then be put into place and will run for roughly 12 weeks (a term). This may include strategies within the classroom, additional resources, targeted TA support, intervention groups or 1:1 work with a member of staff inside or outside of the classroom.
- At the end of the 12 weeks (term), another meeting will be held for you with the class teacher and SENCO to review the provision and any progress.
- At this point, there will be a decision as to whether the plan has worked and the appropriate next steps. For some children, one cycle of support may be enough, and they will be able to be removed from the SEND register and monitored. For other children, it may be decided to continue the support in order to achieve further progress. Sometimes the provision will not have had the hoped-for impact and it will be necessary to decide on a new plan. The cycle of "assess, plan, do, review" will then repeat.
- In some cases, we might decide that specialist expertise is needed and in this instance, we will refer your child to an appropriate external agency or professional. We will always discuss this with you before completing a referral and your written permission is required for all external referrals.

Section 9: SEND Support/managing pupils' needs on the SEND register

Where it is determined that a child does have SEND, parents will be formally advised of this decision and the child will be added to the school's SEND register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place to remove or reduce barriers to learning.

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

- Class teachers are aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.
- Trained support staff work alongside class teachers 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 to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.
- Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

What support do we provide for you as a parent of a child with Special Educational Needs or disability (SEND)?

- You and your child will be actively involved in his/her education. You will be consulted and your thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for your child. We aim to prepare your child for adulthood and achieve outcomes that reflect his/her ambitions.
- Class teachers and school leaders are available to discuss your child's progress or any concerns you may have and to share information about what is working well (both at home and at school) so successful strategies can be used consistently.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. You are always welcome to make an appointment at the school reception to see her and discuss your child.
- If we feel that we need specialist help and advice to support your child, we will discuss this with you in the first instance. Your written consent will then be required in order to proceed with a referral to an outside agency or professional. When the professional has been into school, they may request a meeting with you to go through their findings or they may provide you and the school with a report, or both. If any additional explanation or support is required, we are available to discuss this with you in school and offer any further explanation.
- Provision for your child will be reviewed regularly (normally termly). You will be offered an extended Parents' meeting slot in order to be able to review the outcomes and provision for your child with the teacher and the SENCO.
- Homework can be adjusted as needed to suit your child's individual needs, extra support can be given in school as needed.
- If additional communication between home and school is necessary, there are a range of strategies that can be used, depending on need. In addition, it is always possible to make an appointment to see the class teacher, Principal or SENCO if you have any questions or concerns.

- Different teaching strategies are used so that your child is fully involved in learning in class. This may involve things like using more practical and visual learning and the use of different resources and equipment including ICT.
- Every child on the SEND register has a Graduated Approach document which details the outcomes that they are working towards and the provision to support them to achieve their outcomes. This is reviewed termly in a cycle of “assess, plan, do, review”. Parents and pupils are involved in this process so that everyone is clear what we are working towards and how we are planning to achieve the outcomes set. This may include advice from outside agencies and specialists.
- Monitoring happens termly and takes into account both teacher observation and assessment information. Children who are not making expected progress are identified and support is provided to enable them to make progress in the future.

What are the different types of support available for children with SEND at Stokesley Primary Academy?

Children who are identified as having a Special Educational Need or Disability will be placed on the SEND register. This means that they receive additional **School Support** in order to meet their needs and to overcome any barriers to learning. The types of support that can be offered are as follows:

Quality First Teaching (excellent targeted classroom teaching by the teacher)

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand and is adapted to suit your child’s needs.

Specific group work and individualised support

Pupils may be identified as needing some extra support with particular learning either in or out of the classroom. For your child this could mean:

- She/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant.
- The group sessions may focus on pre and post teaching of work that is happening in the classroom.
- Your child may be selected to complete a specific intervention programme to address any gaps in learning. Your child will be assessed before and after the intervention in order to decide whether the intervention is successful at enabling your child to make progress in that area.
- Your child may have additional help in a particular subject within the classroom, for example extra reading sessions or Teaching Assistant support during maths. This will be planned by the teacher and is likely to be flexible, according to need.
- Your child may be given access to particular resources during lessons to support their learning. For example, they might be provided with spelling or vocabulary lists, technology to support learning, different coloured paper or a particular pen grip.

Specialist support from outside agencies

If the class teacher and SENCO believe that expert advice would be useful for your child, they will contact you and set up a meeting in order to discuss this. The school can refer a child who needs additional support to the Local Authority Hub. This is a service that provides SEND support across the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional, Mental Health; and Physical and Medical. Before an application is made, you will be able to see the form and discuss any information. You will then be asked for written permission for the application to be sent.

An application to the hub will be referred to the correct area of need for your child. If the application is successful, a professional from the correct service will come into school and work with your child. You will be involved in every part of the process and the professional will either contact you directly or provide a report about the work that they have completed with your child.

Sometimes a child has complex needs and further assessment is deemed necessary. In this case, the school may refer your child to an Educational Psychologist. Again, if the SENCO and class teacher feel that this would be useful, they will initially discuss this with you. If everyone feels that this is the correct course of action, again we will ask for a written permission from you before contacting the Educational Psychologist.

Children with medical needs may be working with different NHS practitioners. These include Speech and Language Therapists, Occupational Therapists and Physiotherapists. These services are usually accessed through your GP. Similarly, if you suspect a condition like Autistic Spectrum Disorder or ADHD/ADD, the GP will be able to advise you of your next steps.

In school, we work closely with the different NHS professionals and can organise for them to come into school to work with your child if they and you think that it would be helpful. This may be for a one-off visit to assess the classroom and offer advice to the school or it could be ongoing appointments to work with your child (for example, a sequence of Speech and Language therapy sessions).

Section 10: Referral for an Education, Health Care Plan

Educational Health Care Plan (EHCP)

If your child is identified as needing a particularly high level of individualised support, it may be appropriate to apply for an Educational Health Care Plan (EHCP) assessment.

“An Education Health and Care Plan is a single, legal document which brings together a child or young person's education, health and social care needs.”

If you, the class teacher and the SENCO agree that this is the right course of action, the SENCO will complete a Request for Assessment (EHCAR), ensuring that your views and the views of your child are correctly represented. Evidence will also be collected (this could be examples of your child's work, outside professionals' reports, assessment information etc) along with a copy of the Graduated Approach document showing that your child has completed at least two cycles of “assess, plan, do, review” in terms of the support they are being given in school. You will be asked to sign a permission form before any information is sent to the Local Authority.

The request is then sent securely to the Local Authority (North Yorkshire). They will decide whether or not, based on the information provided, an assessment is needed. If it is, the process takes 20 weeks and at the end of the time, providing it has been proved that your child needs significant additional support in school, an EHCP may be granted. If the Local Authority believe that the needs are not sufficiently serious to require a greater level of support then the application will be rejected and sometimes a “My Support Plan” is issued instead, outlining how your child could be supported in school.

An EHCP is a legal document that sets out the outcomes that everyone (you, the school and any other professionals involved) is working towards for your child. It also sets out the provision that will be needed in order for your child to achieve the outcomes. The school has a duty to make sure that the provision detailed is in place. This could mean that your child has access to particular resources, additional intervention or extra support within the classroom. Every plan is different and should reflect the specific needs of your child.

An EHCP stays with your child from the time that it is granted until either they are 25 or it is decided that they no longer require the support. If your child moves school, either when they leave for secondary school or as a family you decide to move, the plan goes with your child. This means that they will always have access to the support laid out in the document. From the date that the EHCP is first issued, there will be an annual meeting to discuss the content of the plan and make any changes. Outcomes that have been achieved will be replaced by new ones as the child gets older. Similarly, if the provision does not enable your child to make progress at their own level, then this can be reviewed. Normally, the SENCO will invite you to the annual review meeting at school. Any other professionals involved with your child will also be invited.

Section 11: Access to the curriculum, information and associated services

Pupils with SEND are given access to the curriculum through the SEND provision provided by the school. Sometimes it is necessary to request support from external agencies and specialists in order to better support a child's SEND.

Who are the other people providing services to children with SEND in this school?

Local Authority Services:

Inclusive Education Service (IES) covering the four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, Mental Health
- Physical and Medical (which includes the Hearing Impairment and Visual Impairment teams)

Educational Psychologist Service

NHS:

- School Nurse

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Continence Service
- Paediatricians and Consultants

SENDIASS:

Special Educational Needs and Disabilities Information Advice and Support Service is an independent service available to support you with all aspects of SEND.

<https://www.northyorks.gov.uk/sendias-north-yorkshire>

<http://sendiassnorthyorkshire.co.uk/>

Contact: 01609 536923

(Term time Mon-Fri 9:30-1:00pm, School Holidays Tues +Thursday 9:30-1:00pm)

Section 12: Evaluating the success of the provision

How is SEND provision monitored across Stokesley Primary Academy ?

- The SENDCO, Principal, Senior Leadership Team and the Academy Improvement Committee monitor SEND provision.
- Monitoring takes place in the form of analysing data, learning walks, book scrutinies and liaising with staff, parents and students for feedback.
- The SEND policy is reviewed annually in consultation with AIC, staff, parents and pupils.
- The school encourages feedback from staff, parents and pupils throughout the year.

How will we measure the progress of your child in school?

- Your child's progress and application to learning is continually monitored and reported to parents through the school's regular monitoring rounds.
- Every child on the SEND register has a Graduated Review document to record the "assess, plan, do, review" cycles. Graduated Approach documents are reviewed with parents once a term and progress against individual outcomes is recorded.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all involved with the child's education, including the child (if appropriate).
- The success of any intervention is monitored through before and after assessments in order to measure the progress.

Section 13: Complaints procedure

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should initially speak to your child's class teacher.
- If you are still concerned you could request a meeting with the SENCO
- If you are still not happy you can speak to the Principal or AIC.
- Any concerns or complaints about SEND provision should be referred to the SENCO or Principal who will be able to advise on formal procedures for complaint. Copies of the complaints procedure are available from the school office.

Section 14: In service training (CPD)

How are the teachers in school helped to work with children with SEND and what training do they have?

- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on specific intervention and SEND difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Pastoral care is a priority at Stokesley Primary Academy, for all pupils, including those with SEND. Pupil views are regularly sought. Stokesley Primary Academy has a Community Support Advisor who works with both the children and their families. We see her as a valuable resource as she supports with a wide range of issues from friendships to bereavement.
- The SENDCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of performance management.

Section 15: Working in partnership with parents

We believe that a close working relationship with parents is vital. As the parents, you will always be consulted regarding the provision for your child and the identification of Special Educational Needs and Disabilities. You are the experts on your child and we welcome any additional information that you can provide.

Section 16: Links with other schools and transition

How will we support your child when they are joining or leaving our Academy?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For students joining Stokesley Primary Academy :

- The SENCO will endeavour to liaise with the SENCO of the child's pre-school/nursery/school setting to discuss the specific needs of your child and a transition package will be put together for them as early as is needed. The Principal,

SENCO and/or class teacher will also meet with parents to discuss your particular concerns/requirements.

- For any child, the SENCO will liaise with the previous setting or school and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.
- Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from Stokesley Primary Academy to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. A transition package will be put together to address individual need.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as needed your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Starting School:

- Children joining school at the start of Nursery and Reception are invited in for various informal events such as 'Stay and Play'.
- Detailed entry forms are completed with the parents to try to establish any highlighted SEND needs or possible concerns so that school can be proactive in meeting the children's needs on entry into the setting.

Transition between year groups:

- At points of transition a transition plan is made by the SENCO in conjunction with class teachers. Each individual child's needs are considered and then an appropriate transition plan is put in place. This could include drop-ins to see the new teacher, creation of transition books for the children to take home and share with parents over the holidays.
- The children also spend time in their new class prior to joining it.
- Their new teacher will meet with the current teacher to share information. Where possible both teachers attend the final Graduated Approach review of the year. Individual pupil plans are used to support transition within school and beyond.

Transition to Secondary:

- Before joining secondary school the SENCO meets the secondary school SENCOs to share information.
- The children are often visited by a member of staff and have at least one visit to the secondary school. Where necessary more can be arranged.
- Where there is an EHCP in place then secondary staff are invited to annual review meetings and EHA review meetings in the summer term.

Section 17: Links with other agencies and voluntary organisations

Please see Section 11 for the list of external agencies and professionals that the school consults for support for individual children's needs.

Section 18: Supporting children with medical conditions

We recognise that children at school with medical conditions should be properly supported so that they have full access to education including school trips and Physical Education. The school will comply with its duties under the Equality Act 2010 where children have medical conditions and disabilities.

Some children may also have SEND and may have an Education Health Care Plan which brings together their educational provision and health and social care needs.

Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us via the school office.

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