

## Special Educational Needs and Disabilities (SEND) Information Report

Stokes Wood Primary School



**STOKES WOOD**  
PRIMARY SCHOOL

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# SEND Information Report

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# SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.



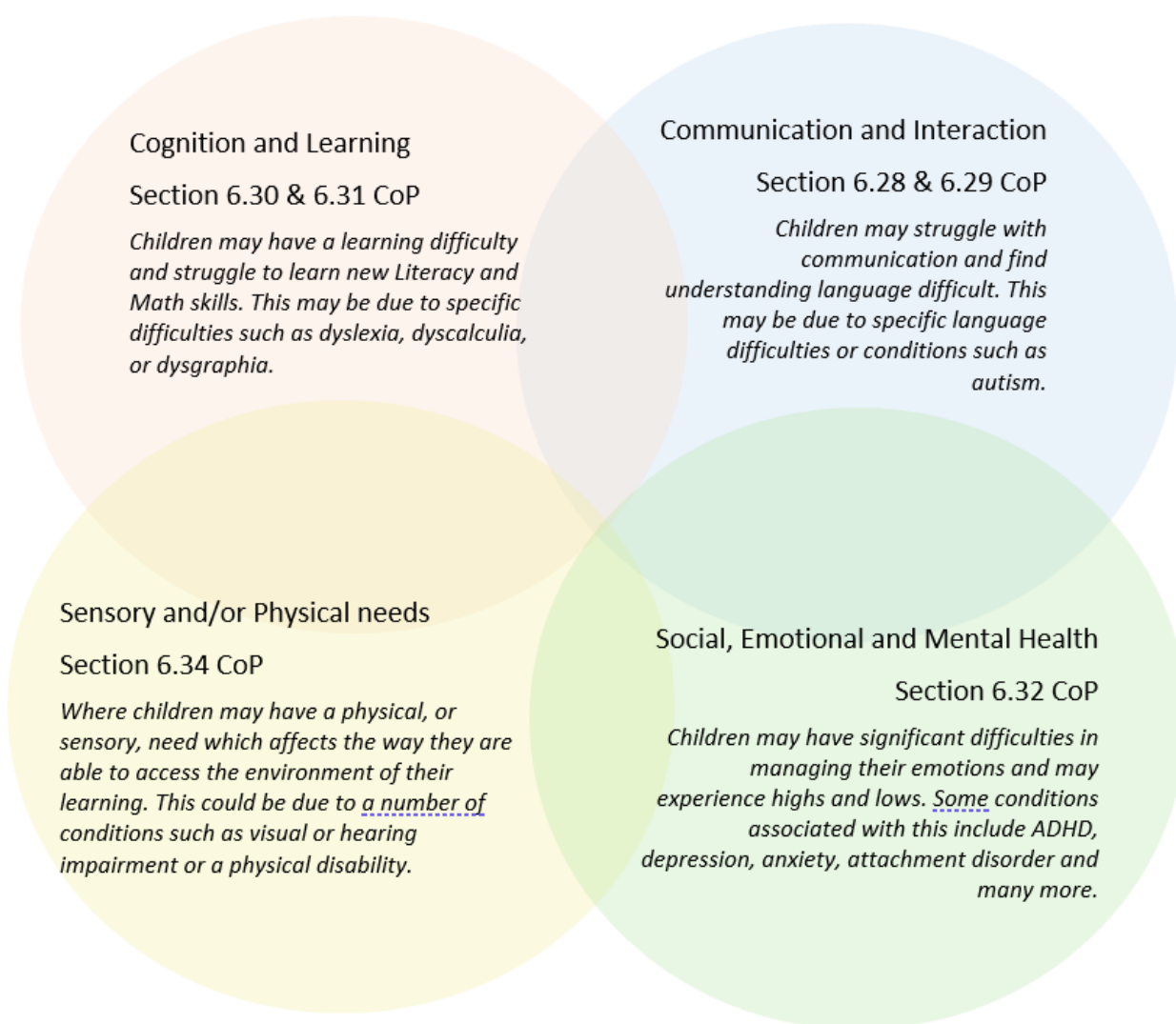
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.stokeswood.leicester.sch.uk/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

## 2. Which staff will support my child, and what are their key responsibilities?



At Stokes Wood Primary all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### Our Special Educational Needs Co-ordinator, or SENDCO

The named SENDCO is Sarah Woods.

They have nearly 20 years of experience and have worked as a SENDCo since 2011. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2011. They are also currently working towards the NPQ SENDCo qualification.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All our staff have Team Teach Training and AET Level 1 training. Within school we follow Walk Thru CPD and all staff are involved in weekly CPD for Safeguarding.

Staff within the school have also had training in the Solihull Approach, Dyslexia, ADHD, Sensory Circuits, ALS Phonics, Language for Thinking, Attention Autism, PECS, TEACHH, Big Moves, BRP and Play Interaction

### Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEND provision and 1:1 or small group support under the direction of the class teacher and/or SENDCO.

We have teaching assistants who are trained to deliver interventions such as: Language for Thinking, Big Moves, Sensory circuits, Phonics, Attention Autism, Play Interaction, Bio Feedback, BRP, Precision Teaching

## External agencies

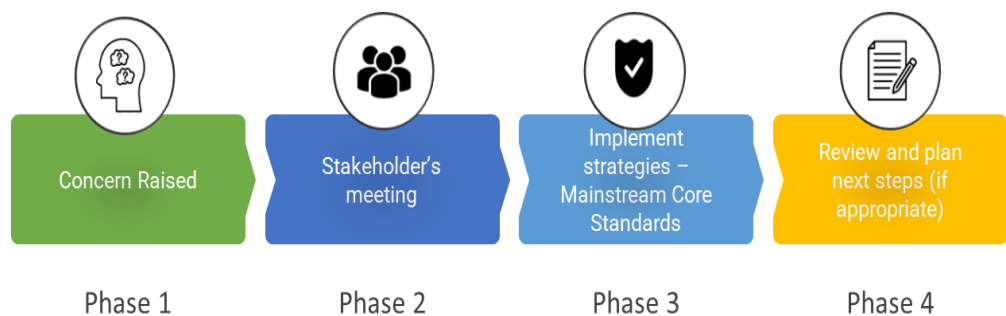
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Mental Health in Schools Team (MHST)
- City Early Intervention Psychology Support (CEIPS)
- Education welfare officers (EWO)
- Educational psychologists (EP)
- GPs or paediatricians
- Occupational therapists (OT)
- Therapeutic practitioners
- Safeguarding services
- School nurses
- Specialist Education Service (SES)
- Leicester City SEND Services (LCI, SEMH)
- Speech and language therapists (S&L)
- Vision Support Team (VST)
- Hearing Support Team (HST)
- Voluntary sector organisations



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## 3. What should I do if I think my child has SEND?



<b>Phase 1</b>	If you think your child might have SEND, raise your concern with the school by initially speaking to the class teacher.
<b>Phase 2</b>	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. An initial concerns form may be started.
<b>Phase 3</b>	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. This is called the BERA. This will initiate the 'Graduated Approach' where support will be continually reviewed.
<b>Phase 4</b>	If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register. They may receive additional adaptations or support and this will be reviewed using the assess, plan, do, review model. Your child will also have a Pupil Passport outlining their individual provision linked to their needs.

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## 4. What happens if the school identifies a need?

A similar process is used if the school identifies a need.

Please see the school's SEND pathway document.



**STOKES WOOD**  
PRIMARY SCHOOL

### SEND Pathway at Stokes Wood

High Quality Teaching	Concerns Identified (6wk minimum)	SEND Monitoring (2wk + 12wk)	SEND Support	E3/EHCP
<p>Teacher to ensure that high quality teaching is in place for all:</p> <ul style="list-style-type: none"> <li>Using <b>Widdows</b> strategies</li> <li>Cognitive load considered</li> <li>Environment not overstimulating</li> <li>Scaffolding in place</li> <li>Word banks available</li> <li>Phonics boards available</li> <li>Visual timetables</li> <li>Practical resources/manipulatives</li> <li>Explicit teaching of behaviour policy</li> <li>Reward charts used</li> <li>Environment policy considered</li> <li>BERA compliant</li> <li>Settling time (at least half a term)</li> <li>EAL considered and assessed if necessary</li> <li>Background considered</li> </ul>	<p>Teachers/Pastoral team/Parents raise concerns around the progress of a child.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Review current arrangements</li> <li>BERA and/or MIN documents consulted and highlighted to ensure High Quality Teaching (HQT) is in place.</li> <li>Current interventions considered and implemented. Interventions must run for at least 6 weeks to consider impact.</li> <li>Initial concerns referral form completed and emailed to SENDCo</li> <li>Parents made aware of concerns by Teacher/pastoral</li> </ul>	<p>Despite adjustments to HQT/intervention(s) limited or no progress is <b>made</b> and concerns remain.</p> <p>Teacher to inform parents that child is to be added to monitoring list and will be seen by SENDCo in class.</p> <p>Teacher to then share learning plan (within 2 weeks of SENDCo visit). SENDCo can support with initial meeting if required.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Email/Contact to SENDCo with review on initial concerns document <b>and</b></li> <li>Book a <b>step-in</b> session with SENDCo to discuss concerns.</li> <li>Speak to parents</li> <li>Actions from SENDCo advice to be implemented (12weeks from SENDCo visit)</li> <li>Learning Plan to be completed with Targets and Provisions to achieve targets.</li> <li>SSP to be created (and reviewed) if appropriate</li> <li>After 12 weeks, Learning plan to be reviewed.</li> </ul> <p>SENDCo to:</p> <ul style="list-style-type: none"> <li>Meet with teacher</li> <li>Observe child in class (within 2 weeks of receiving initial concerns document)</li> <li>Advise around other monitoring documents required e.g. S&amp;L screens</li> <li>Analyse intervention data and learning plan review</li> <li>Add child to monitoring list and upload files to <b>Google</b>/SIMs</li> </ul> <p>SEND Monitoring can be stepped down to Remove from SEND if progress is made and no concerns remain.</p>	<p>Concerns remain after 12weeks of support.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Review Learning plan (end of monitoring time frame and in line with ongoing school reviews)</li> <li>Share Learning Plan reviews at <b>parents</b> evenings.</li> <li>Update BERA indicating additional provisions in place.</li> <li>Contact SENDCo to discuss continued concerns.</li> <li>Individual timetable including any additional support created and sent to SENDCo</li> </ul> <p>SENDCo to:</p> <ul style="list-style-type: none"> <li>Meet with parents to discuss ongoing concerns and next steps.</li> <li>Inform parents that their child will be placed on the SEND register (with letter).</li> <li>Discuss child at next IPM (September/January)</li> <li>Refer to appropriate agency which could include LCI, SEMH, S&amp;L, EP.</li> <li>Complete learning assessments if required</li> <li>Observe child in class 2x per year</li> <li>Analyse data from interventions and learning plans.</li> </ul> <p>SEND support can be stepped down to SEND Monitoring or Remove from SEND if progress is made and no concerns remain.</p>	<p>Where concern continues with external advice in place (12weeks).</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Contact SENDCo to discuss continued concerns.</li> <li>Ensure Learning review is updated/reviewed.</li> <li>Ensure advice from external agencies is in place alongside HQT</li> </ul> <p>SENDCo to:</p> <ul style="list-style-type: none"> <li>Meet with parents to discuss ongoing concerns and next steps.</li> <li>Consider where E2 (15 <b>step</b>-support) is provided</li> <li>Consider E3 funding application where additional adult support exceeds 15 hours support (including interventions).</li> <li>Consider EHCP application</li> </ul>

All our class teachers are responsible for the monitoring of all pupils, including those who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning or if there are any other factors which need taking into consideration e.g. EAL. If they can find a gap, the school will provide appropriate support.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.

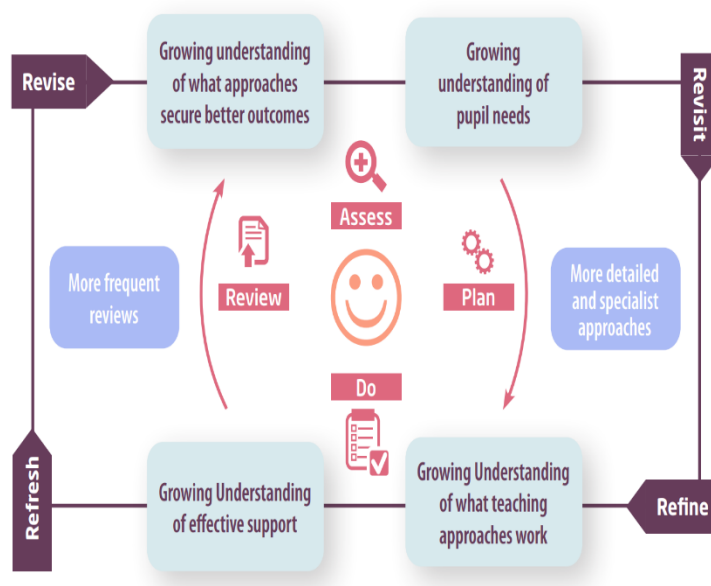


# SEND Information Report

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<b>Assess</b>	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
<b>Plan</b>	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
<b>Do</b>	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

## 6. How will I be involved in decisions made about my child's education?

We will provide regular updates on your child's progress, this may be in the form of a written report, a parents evening, a specific SEND review meeting or an email/phone call.

A member of staff who knows your child well will meet you to:

- Update you around their progress/how they are getting on in school
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the class teacher or SENDCo via the main school office.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



## 8. How will the school adapt its teaching for my child?

The class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Leicester City Send Services BERA document in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

### **We may also provide interventions such as:**

Precision Teaching

BRP

Language for Thinking

Big Moves

Fine Motor skills

Phonics

1:1 reading

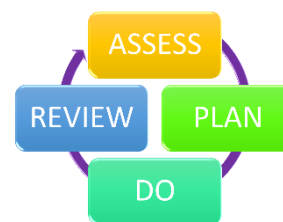
Attention Autism

Fun Time

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan(EHCP))
- Internal assessments



## 10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where external agencies are involved, we will endeavour to follow their recommendations on what will best help your child access their learning.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All pupils are encouraged to go on our school trips, and there are some additional SEND specific trips and activities which children with SEND may access.

All pupils are encouraged to take part in sports day/school plays/special workshops/events

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



- All children attending Stokes Wood Primary will access the school through the Leicester City Admissions process.
- If the child does not have an EHCP they will apply through the Leicester City Council portal.
- If the child has an EHCP applications for new school places will be made through SES. SES will consult with appropriate schools and where need can be met they will be allocated spaces within that school.
- Please see admission policy for further information.

## 13. How does the school support pupils with disabilities?



Children with disabilities will have their needs considered in accordance with our Accessibility Policy and SEND policy (if required). Decisions around support will be made on a case-by-case basis.

See Accessibility Plan for more information

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## 14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council or attend mental health support activities and events.
- We provide extra pastoral support for listening to the views of pupils with SEND
- We run a nurture group for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.
- We have a mental health support team member who works with individuals, parents and small groups within the school.
- We have a pastoral team who work with pupils and parents throughout the week.

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## 15. What support is in place for looked-after and previously looked-after children with SEND?



Miss Williams (Designated Teacher) will work with Mrs Woods, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## 16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide social stories

### Between schools

When your child is moving on from our school, we will ask you and your child if there is any additional information you want us to share with the new setting.

### Between phases

The SENCO or Transition Lead of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Schools offering transition days and may offer additional visits to the school



We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.



## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leicester City Council's local offer. Leicester City Council publishes information about the local offer on their website: <https://families.leicester.gov.uk/send-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is found at:

<https://sendiassleicester.org.uk/>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher, SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. <https://www.stokeswood.leicester.sch.uk/page/?title=Policies&pid=20>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
  
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



## 20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

# SEND Information Report

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages