

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	4
4. Roles and responsibilities	4
5. SEN information report.....	7
6. Admissions	10
7. Identification of SEND.....	10
8. Assess, plan, do, review	10

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Rationale

At Stokes Wood Primary School we believe that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should work in partnership with the school in order to support their child's needs.

Definition

A child is said to have a Special Educational Need or Disability if he/she has a significant greater difficulty in learning than the majority of children of the same age.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 , 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- National Strategy for autistic children, young people and adults 2021

- BERA documents 2022
- SEND Review Green Paper 2022

This policy was created by the school's SENDCO, Assistant Head Teacher, with the SEN Governor in consultation with the SLT, staff and parents at Stokes Wood Primary School, including parents of pupils with SEND - refer to the co-producing policy in the spirit of current reform. The policy is on the school website and comments and suggestions are welcomed by stakeholders for inclusion in the policy. Parents are consulted annually on a wide range of topics including SEND through a school survey.

Long Term Aim:

To raise the aspirations of and expectations for all pupils with SEND, Stokes Wood provides a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

We will –

- Identify children with additional needs as soon as possible.
- Plan for and teach these children appropriately using differentiation.
- Work within the guidance provided in the SEND Code of Practice, 2014
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
- Support children's learning with intervention groups as appropriate.
- Give all children access to a broad and balanced curriculum.
- Assess children's progress regularly.
- Include children with SEND in the full life of the school.
- Provide equal opportunities for all children.
- Provide support and advice for all staff working with SEND pupils
- Communicate with parents/carers about their child's progress and inform them as soon as concern is raised.
- Have high expectations of pupils with SEND and track progress accordingly.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Assistant Head Teacher for Pastoral Care and SENDCO

The Assistant Head Teacher is Daniel Brown 0116 2875305

dbrown@stokeswood.leicester.sch.uk

SENDCO is Sarah Woods 0116 2875305

swoods@stokeswood.leicester.sch.uk

They will:

- Work with the Headteacher and SEND governor (Nicholas Hill) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education alongside the school pastoral team to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Coordinating provision for children with SEND
- Supporting class teachers with tracking and monitoring of SEND children
- Liaising with parents
- Contributing to in-service training of staff
- Contributing to performance management of teaching assistants when appropriate
- Designated Teacher for looked after children (LAC) when relevant
- Oversee the running of the DSP for children with Autism and support in monitoring their progress

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Governing Body

Has responsibility for -

- Monitoring the action plan (School Improvement plan)
- Enabling each child to reach his/her potential
- Monitoring the progress of specific groups of children (closing the gap)

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have overall responsibility for the provision and learning of children within the DSP
- Is the designated Person for Child Protection, liaising with SENCO and appropriate staff.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning high quality differentiated learning experiences for the children in their care and for assessing the individual pupil's needs.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Completing class tracking forms each term
- Ensuring they follow this SEND policy

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sit and move cushions, sensory and concentration resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids, task planners etc.

The Teaching Assistants

All teaching assistants work with SEND children.

Support may include:

- Individual/group support for children with EHC Plans.
- Individual/group support for SEND children.
- Withdrawal groups
- In-class support of children
- Intervention groups
- Social skills and pastoral support
- Speech and Language groups

All staff working with SEND pupils are kept up to date through whole school training and individual professional development as required on a regular basis. The Assistant Head Teacher will line manage TAs who are working with individual pupils with SEND or who are leading interventions for pupils with SEND or who are falling significantly behind age related expectations.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of each pupil's areas of strength and difficulty

We take into account the concerns of parents

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and can also be given to his/her parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Staffing

At present pupils with additional needs are supported by:

- Assistant Head Teacher responsible for pupils with SEND and pastoral care. (Daniel Brown)
- SENDCO (Sarah Woods NASENCo award) employed three days per week to work on SEND. SENDCO has responsibility for coordinating support for children on the SEND register. Contact details: 0116 2875305
- SENDCo is represented at SLT meetings by the Assistant Head Teacher or in person.
- Every teacher is responsible for providing quality teaching which is highly differentiated to support the needs of every child. They also have the responsibility to plan additionally differentiated support for those with additional learning needs.
- TAs within each department support children with statements and work with groups to support SEND. Trained TAs also run interventions in each department.
- Learning behaviour mentor – Ela Sawicka – supports children and families particularly with SEMH throughout the school day.
- SEND Governor is Nicholas Hill.
- The Head teacher, Jane Gadsby is responsible for supporting pupils with medical needs, is the designated person for safe guarding and is responsible for Pupil Premium and LAC funding
- Jackie Clarke is the teaching assistant team leader.

5.4 Facilities and Resources

At Stokes Wood we have several additional rooms/spaces which are used for nurture groups and interventions to support children with SEND. We also have a pastoral room which is used as a retreat and used by the learning behaviour mentor to work with children with SEND. We have forest school which is used as an additional intervention for children with significant SEMH needs as well as used by the whole school throughout the week.

The classrooms are well equipped with practical resources to support the children as well as interactive whiteboards and access to individual laptops.

A classroom has been fully equipped as a nurture room which is used in afternoons.

A small room has been refurbished as a quiet room/ family meeting room.

Each department has access to a wide range of reading books, games and activities, which is built upon each year, as well as a well-stocked library.

From Autumn 2022 Stokes Wood will also have a Designated Specialist Provision (DSP) for Autism. This will provide a specialist provision for up to 10 children with EHCPs and Autism, allocated by the LA and Special Educational Services (SES), to support their education. We will have two specially refurbished and adapted classrooms, a sensory room and an outside area. These children will be included and incorporated into school life as much as possible, joining other classes for both social activities and playtimes as well as some learning activities. We will also invite other children and staff from around the school to visit the DSP for a variety of activities including reading/stories, use of the sensory room and activities, cooking activities and interventions as part of their inclusion.

Please refer to the school's provision map on website.

5.5 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and additional staff will be put in place as appropriate.

5.6 Support for improving emotional and social development

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

- Pupils are supported by key adults and learning behavior mentors throughout the day.
- There is an open door policy.
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of clubs and activities to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

5.7 Support during COVID-19 Lockdowns

During the government directed school lockdowns through the COVID-19 pandemic Stokes Wood has aimed to ensure that pupils with SEND have had access to as many of their additional provisions as possible. This has meant that we:

- Opened and actively offered places to vulnerable children
- Opened and actively offered places to all children on the SEND register
- Ensured that we had skilled staff to support SEND children within school
- Created a specific SEND bubble which allowed specialist maths and literacy groups to continue and created an additional afternoon group to encompass the rest of their educational and social needs in a COVID secure bubble environment
- Adapted the make-up of our usual nurture groups to maintain bubbles but still provide this intervention
- Made regular phone calls to families with children with SEND who chose to stay at home and provided adapted work and resources in line with their needs (both paper and electronic)
- Hosted regular zoom sessions, including some 1:1 work across home/school settings
- Facilitated external agencies to continue the work they were allowed to carry out through TEAMS and NHS video calls
- Held virtual meetings with parents and external agencies

6. Admission Arrangements

Admission arrangements are the same for all children regardless of SEND. However it is obviously important for parents to fully inform the school of any SEND at the earliest opportunity.

Children joining the DSP will be allocated by SES through their EHCP reviews and consultation.

See Admissions Policy at:

<http://www.leicester.gov.uk/your-council-services/education-lifelong-learning/about-schools/school-admissions/>

We communicate with other schools regarding children arriving at Stokes Wood Primary School with known SEND to gather as much information as we can to enable the school to fully support all pupils.

Children are assessed in line with our assessment policy throughout the school. (See Creative Teaching and Learning Policy.)

7. Identification of Pupils with SEND

We follow and implement the revised Code of Practice 2014 and the revised MIN document March 2011. We also keep abreast of current advice and information regarding SEND.

Areas of Special Educational need are -

- Cognition and Learning
- Sensory and/or Physical needs
- Communication and Interaction
- Social, emotional and mental health difficulties

More information around the identification process can be found in the SEND section on the school website.

8. Assess, Plan, Do, Review

Stokes Wood staff will identify the needs of pupils by considering the needs of the whole child which does not only include the special educational needs of the child or young person but also recognises their emotional and social wellbeing and changes observed.

We aim to identify children with SEND as early as possible during their school-life but a concern can be raised at any time. Initially the class teacher will speak to and then send a Cpom or email record of concern to the SENDCo, assistant head teacher and head teacher or have a discussion about their concerns. At this stage the child will be provided for by inclusion and differentiation of work in the class and remain the class teacher's responsibility. If the child still fails to make the expected progress, further programme of intervention will be planned. The parents will be then be invited to meet with their child's teacher.

The SENDCo/ Assistant head teacher will then support and liaise with the child's class teacher to plan for the child. Initial interventions will be used to support areas of difficulty. Pupils in Key Stage 1 with social and emotional needs and/or learning needs may spend some time in a Nurture group. Each child will have a Boxall Profile completed and appropriate targets put in place.

If a child does not make progress despite this extra support we will carry out further school learning assessments and /or consult outside agencies to get their advice about how to support the child. Interventions will be registered and recorded on Provision Map to evidence the support given and the progress made.

This might include-

- Speech and Language Therapist (S&L)
- Social, Emotional and Mental Health team (SEMH)
- Educational Psychologist (EP)
- Learning, Communication and Interaction Support Team (LCI)
- School Nurse or GP
- Social Services
- Education Welfare Officer (EWO)
- Advisory Teachers for Hearing/Vision (HI/VI)
- Or other specialists

For a small number of children, despite quality first teaching and individualised SEND support the child may still not be making expected progress. The school or parents could consider applying for an Educational and Healthcare Plan (EHCP). An EHC plan is a legal document that outlines to provision required and will specify how services should be delivered to meet a range of outcomes sought across education, health and social care for the child. These can support children until age 21 where adult services take over the care plan.

These children may be provided with extra funding by the LA which the school will use to support the child. The EHCP will be reviewed annually at an annual review meeting to which parents, the pupil if appropriate and other agencies involved are warmly invited.

8.2 Assessment

Children with SEND are assessed where appropriate using standardised tests for reading, spelling and comprehension as well as being part of the regular assessment in their classes. Other tests including memory, BPVS and Semantics (Language) may also be used when these are felt appropriate. Their progress is monitored along with the rest of the class.

The following may impact on progress and attainment but are not considered SEND:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

Any concerns relating to a pupil's behaviour will be considered as a response to a possible underlying need and will be addressed as such.

8.3 Looked after children with SEND

Looked after children are monitored through termly PEP (personal education profile) meetings that involve all agencies linked to the child. Progress or areas of concern are also discussed at social service LAC meetings.

8.4 Information for Parents

The school website is a source of further information as is the following website <http://families.leicester.gov.uk/local-offer/>

We have a separate policy for supporting pupils with medical conditions <http://www.stokeswood.leicester.sch.uk/policies>

8.5 Complaints

If parents have a complaint this should be directed in the first instance to the class teacher, Assistant Head Teacher or SENDCo.

If there continues to be cause for complaint, parents should address their concerns to the Headteacher or the Governing Body.

If the parent is still dissatisfied, the LA provides a Disagreement Resolution Service which aims to resolve such difficulties fairly. Should satisfaction still be unattained parents have the right to address the SEND tribunal – details of which can be obtained from the LA.

8.6 Review and Monitoring

All children with SEND are reviewed half termly and their level of support adjusted accordingly. Some children will have an individual pupil passport or Positive Behaviour Plan (PHP), this will include their strengths, areas of concerns, outcomes and targeted support and provision to achieve their outcomes. Where possible this will be updated with the child.

8.7 Transition of pupils with SEND

Where pupils with SEND move to secondary school at the end of Year 6, all records are shared appropriately and confidentially with the appropriate schools. If a pupil has an EHCP the review is completed in the Summer term of Year 5 where the most appropriate secondary school placement for the pupil is discussed. This information is sent to the Local Authority and they make the decision about the placement needed. The relevant secondary school is consulted and information is shared appropriately. Extra transition sessions are arranged as needed.

If a child moves to another school during the school year the Assistant Headteacher will ensure records and information is shared confidentially.

8.8 Monitoring and Evaluation

The Assistant Headteacher and the SENDCo monitor the interventions across the school through the year by observing staff, and every six weeks or half termly by monitoring the written records and evaluations of interventions. Progress of pupils with SEND are tracked as a group within each year group. We are now also using a Provision Map program to monitor and co-ordinate interventions and additional support.

The views of parents, pupils and staff are collected through annual surveys. There is an open door policy where parents can give opinions, suggestions and feedback at anytime. Feedback from these views is fed into school action plans.

All data on pupils with SEND is confidential and is treated according to the Stokes Wood GDPR Policy. All policies can be found on the link below.

<http://www.stokeswood.leicester.sch.uk/policies>

8.9 Review

The SEND Policy must be reviewed annually.

Further information can be found on the school website.

<http://www.stokeswood.leicester.sch.uk/SEND>