



## Stock C of E Primary School

# Special Educational Needs and Disability (SEND) Information Report

## School Ethos

We aim to create a happy, caring community where everyone feels valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad and balanced and stimulating curriculum for every child regardless of race, gender or ability.

At our school, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging close links with home

## Partnership Ethos with the School

*“The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance” (Harris and Chrispeels 2006)*

### **The arrangements for consulting with parents of pupils with SEND.**

We appreciate and encourage support from parents in their child’s education and firmly believe that home and school should work in partnership. We have an “open door” approach where parents are encouraged to maintain close communication links with school staff.

All parents or carers with children with SEND are invited to termly review meetings to be involved in planning and reviewing their children’s targets and progress. The meetings take place with the class teacher and/or Special Educational Needs Co-ordinator (SENCO).

Parents may have the opportunity to meet face to face with a variety of professionals such as Educational Psychologists and Speech and Language Specialists who are involved with their child’s education.

The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists Speech & Language Therapists and other agencies that may be involved with a child.

There is a SEND Governor whose role is to regularly support and challenge provision for SEND pupils. The SEN Governor and SENCO meet to discuss provision. The SEND Governor reports back to the Governing Body which has a representation of parent Governors.

Relevant policies, including the SEND Policy, are available from the school website – paper copies can be obtained on request via the school office.

The school accessibility plan is reviewed regularly to ensure the school building is fully accessible and well maintained.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Pupils will be involved in their educational plan where possible and are encouraged to contribute their views. Where possible they will be invited to attend review meetings.

We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable.

Pupils can pass on their views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. School Councillors are elected by their peers. All children are eligible to stand for election. Children with SEND may receive additional adult support in the election process if this is required.

**Contact details of the SENCO**

The school SENCO is Mrs Karen Drage B.Ed. (Hons).

Mrs Drage has been in post as SENCO at Stock for 17 years, but has been involved with Special Educational Needs for the past 19 years, having previously been a SENCO at another mainstream primary school. She has a wide range of teaching experience and is a qualified teacher.

She meets with senior staff, teachers, LSA's, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. She works closely with the Local Authority through regular meetings and contact with the school's Inclusion Partner.

She works two days a week, usually Tuesday and Thursday, and is contactable in person through the school office, by phone or email.

01277 840265

[admin@stock.essex.sch.uk](mailto:admin@stock.essex.sch.uk)

**Governing body arrangements for complaints from parents of pupils with special educational needs.**

The school has an "open door" policy. We aim to resolve issues swiftly and in person, hoping to reach a mutual agreement and understanding.

A parent's first port of call is to arrange for a meeting with the class teacher.

If necessary, they would then go to the SENCO, after which, the matter progresses to the Headteacher

In the unlikely event that the matter is not concluded, the Complaints procedure can be read on the school website, or a copy can be obtained from the School Office on request.

## **The Local Authority's Local Offer**

The Local Authority's Local Offer can be found on the website [www.essex.gov.uk](http://www.essex.gov.uk) or from the school's SENCAN office – Mid Office - 0333 0139949 South Office - 0333 013 4736

## **Identification and early intervention**

The method of identification and provision follows a graduated response. We use on-going assessment to identify specific needs and aim to address these through adjustment of "quality first teaching", teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. The class teacher is usually the first person to identify a learning need. Sometimes a parent may pass on a concern which leads to further investigation.

It is not the school's role or practise to diagnose specific conditions but we may be able to assist with further support and signposting.

The school follows Local Authority guidelines for identifying and supporting children. A graduated response is applied. Children will usually be supported at a SEND Support level within school. If following school intervention and advice from outside agencies further investigation of need is required a request for Statutory Assessment may be made to the Local Authority, with the agreement of parents, with the view to an Education, Health and Care plan being issued.

The SEN budget is used to partially fund the deployment of Learning Support Assistants (LSAs), equipment and resources, and training and Continued Professional Development (CPD) of LSAs and class teachers.

### **Types of SEND provision made in the school.**

We currently have links to the Seven Spires consortium of schools which provides meetings where SENCOs can share information and a range of training opportunities are offered.

We currently have access to local authority Specialist Teachers for children with physical (including hearing and vision) and neurological impairments. We have access to an Inclusion Partner and Educational Psychologist from the Local Authority.

We ensure that we purchase high quality resources to support learning.

School staff regularly attend relevant and appropriate CPD.

### **Effectiveness of SEND Provision**

The table below shows the attainment of children with SEND at the end of Key Stage 2 in 2022.

In the 2022 KS2 SATs the following results were attained by SEN pupils:

Subject	% attaining expected level
Reading	100%
Mathematics	100%
GPS	100%

Due to the small number of children at the end of Key Stage 2 in 2023 attainment levels would allow for the identification of individual children. In terms of progress:

Subject	% making more than expected progress in KS2
Reading	67%
Writing	33%
Mathematics	67%

#### **Staff training and expertise in relation to SEND.**

The SENCO regularly attends training and keeps up to date with current documentation and initiatives.

LSAs are currently employed on a need basis to classes and for some identified children. All LSAs have received relevant training and are able to offer expertise in different areas, being deployed to make use of these skills throughout the school.

Staff are encouraged to attend CPD courses.

#### **Quality First Teaching and Personalisation**

All staff are informed of the principles of quality first teaching and their responsibilities for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach.

However, where the child's needs are "different from and additional to their peers" and "they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school", a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process.

Wider support may be required for emotional needs. At this point, we would consult with parents first before referring to extended services.

Pupil data is analysed to inform the SENCO, school staff and parents about pupil progress. This data is also used to inform staff about the effectiveness of interventions and next step targets.

#### **Equipment and facilities to support children with special educational needs.**

Currently NHS Occupational Therapists, Physiotherapists and Speech & Language Therapists may come into school to undertake an assessment regarding equipment, furniture or access to the building.

The Local Authority provides some equipment and some items are purchased by the school.

#### **How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.**

The Governing Body ensures good financial management; the building and resources are fit for purpose.

The SENCO signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHCP.

The SEN Governor and Headteacher liaise with the SENCO and report back to the Governing Body.

The school works closely with the following agencies:

Speech and Language Therapists

Occupational Therapists

Physiotherapists

Specialist Teachers (PNI & hearing and vision)

School Inclusion Partners

Educational Psychologists

Social Care

Community Paediatrician

School Nurse

(This list is not exhaustive and may change according to the needs in the school).

**Contact details of support services for the parents of pupils with SEN.**

SNAP – [www.snapcharity.org](http://www.snapcharity.org) - 01277 211300

Stock Library – on school site.

School Nurse – contact via the school office.

Families in Focus (Essex) - [www.familiesinfocussessex.org.uk](http://www.familiesinfocussessex.org.uk) – 01245 353575

Parent Partnership – [Parentpartnership@essex.gov.uk](mailto:Parentpartnership@essex.gov.uk) -01245 436036

**Support for pupils transferring between stages of education.**

Pre-school: contact is made to arrange a meeting once a school placement has been confirmed. Parents and professionals are invited to the meeting. SENCO and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.

EYFS teachers prepare for the transition of pupils to Year 1 at an appropriate point at the end of Foundation Stage.

Secondary: SENCOs and key staff from Secondary Schools visit or request a report from the school to discuss pupil needs. They are also invited to attend Year 5 and/or Year 6 Annual Reviews. Some Secondary Schools arrange additional transition visits for pupils with SEND. Copies of essential paperwork are transferred to the Secondary School.

Information regarding the special educational needs of Looked After children is reported to the placing Local Authority on a termly basis.

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