

Welcome to Stock C of E Primary School SEND Information Report



Stock Church of England
Primary
School



Swan Lane, Stock, CM4 9BQ

This SEND Information Report has been written to give parents and young people any advice they feel they may need.

Any questions, please get in touch.

Written 2025 and reviewed September 2026

Key People



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Whilst all teachers are teachers of SEN, the people listed below may be key contacts.

		
Gareth Roberts Head teacher How to get in touch: 01277 840265 admin@stock.essex.sch.uk	Louise Blaber SENCO How to get in touch: 01277 840265 senco@stockessex.co.uk	Jo Oldfield SEN Governor How to get in touch: admin@stock.essex.sch.uk

What can you find in this report?



<u>School Ethos</u>	<u>What kind of interventions might my child access?</u>
<u>Who is part of the SEN team?</u>	<u>Who might support my child?</u>
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<u>Which services could we refer to?</u>	<u>Contacting the SENCO</u>
<u>What kinds of SEND are provided for?</u>	<u>Governance policies</u>
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Our 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 all children 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

Our SEND and Inclusion Vision



At Stock C of E Primary School, we believe every child is unique, valued and full of potential. Guided by our vision, **“Let Their Light Shine,”** we are committed to creating a nurturing, inclusive and inspiring environment where all children — including those with Special Educational Needs and Disabilities (SEND) — feel safe, respected and empowered to thrive.

Through our values of **Affinity, Aspire and Achieve**, we celebrate diversity and ensure that every child is known, understood and supported as an individual.

Affinity – We foster a culture of belonging where every child and family is welcomed, valued and included. We build strong relationships based on our gospel values of: Trust, kindness, compassion, koinonia, perseverance, thankfulness and justice we help children develop confidence, independence and positive self-worth.

Aspire – We encourage every child to believe in themselves and aim high. By recognising strengths, nurturing talents and removing barriers to learning, we create opportunities for all pupils to grow academically, socially and emotionally.

Achieve – We are committed to enabling every child to experience success and make meaningful progress from their individual starting points. Through high expectations, inclusive practice and personalised support, we ensure that all learners can flourish and reach their full potential.

Together, we strive to create a community where differences are celebrated, every voice is heard and every child is given the opportunity to shine brightly

Identification of need

“Every teacher is a teacher of SEND”

- At Stock C of E Primary school, we wholeheartedly believe this. All children will receive Quality First Teaching within their class. This is inclusive teaching . It may be identified that a child is not making expected progress with Quality First Teaching.
- Children may be having difficulties with their learning and/or behaviour – if this is the case, then parents will be informed. Staff and parents will work with the SENCO to put in place a plan of action.
- If parents have concerns at home, they are welcome to come and discuss these with the class teacher at any point.
- It may be that reasonable adjustments need to be made or interventions put in place.

Identification of need and expertise of staff



Mrs Blaber has completed and passed her mandatory qualification - SENNPQ. Class teachers and LSAs are able to participate in targeted training courses to support their teaching and understanding of different needs. Whilst it is not the school's role or practice to diagnose, staff may identify that a need for referrals to external services such as:

- Paediatrics – ASD and ADHD assessments
- The School nurse
- Occupational therapy
- Wellbeing support via the School Nurse
- Counselling – Brentwood Catholic Children's Society/Yo-yo projects
- Hearing/vision checks (these will need to be arranged by parents)
- Speech and language
- Physiotherapy

You may come under [Provide](#) or [NELFT](#) for such services, depending on area of residence.



What kind of SEND needs are provided for?

The SEND Code of practice identifies four broad areas of need.

Communication and interactions

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.”

This may include children with speech and language difficulties, difficulties processing language but also children with ASD.

Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.”

This may include mild and moderate learning difficulties but also specific learning difficulties such as dyslexia and dyscalculia.

Social, emotional and mental health

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.”

This may include children struggling with anxiety but also ADHD or attachment disorders.

Sensory and/or physical need

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.”

Some physical disabilities are related to age others will not change over time. They may include hearing or visual impairment and may require ongoing support and equipment.



Arrangements for consulting parents of children 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. Should you have any concerns please do not hesitate to get in touch with either your class teacher using the year group e-mail address, or the SENCO.

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). We encourage both parents and children to share their views and contribute to the One Plan or EHCP review.



Arrangements for consulting parents of Children with SEND

Our One Plans (individual education plans) follow a graduated approach.

1. **Assess:** Assess where the children currently are using age and stage appropriate assessments.
2. **Plan:** Set SMART targets which will support children to meet an overall outcome.
3. **Do:** Implement these targets over a term, using targeted interventions as well as Quality First Teaching to support learning.
4. **Review:** Meet with class teachers termly to review progress towards outcomes and consider what the next steps might be.

Parents will be offered three One Plan or EHCP review meetings over the course of the year. EHCPs will also have an annual review. If additional meetings are required then these can be offered.





Arrangements for informing and involving young people in their education.

As part of our One Planning cycle, children will be asked to contribute their ideas and share their hopes and aspirations. As they get older they will play a greater part in discussing their outcomes.

Children can also share their ideas via the Rota Kids Club and Pupil Voice sessions with subject leaders.

What makes a good day:	What makes a bad day:

Parents hopes and aspirations:	Child's hopes and aspirations:

Approach to teaching

All staff are trained in the principals of Quality First Teaching.

Staff will refer to [ordinarily available framework](#) as well as applying [targeted support](#).

In class, many adaptations can be applied to support your child, such as:

- Visual cues
- Now and Next boards
- Additional scaffolds, pre-teaching, provision of vocabulary prior to teaching or pre-assessment
- Provision of additional resources such as laptops, coloured overlays, visual timetables.
- Use of wobble cushions and therabands.
- Additional sensory breaks, writing slopes etc may be advised by outside agencies and can be supported in class.
- Working on specific evidence-based interventions.

Adaptations to the curriculum

- As children progress through the school all areas of the curriculum can be adapted to meet their needs, whether that need is physical, communication and language related or cognitive. Our teachers make adaptations which are appropriate to the children in their care.
- When appropriate or required your child may also participate in targeted interventions.

Our Interventions



Toe By Toe	Toe By Toe is a highly structured multi-sensory phonetic approach to Literacy. It is designed for anyone who finds reading difficult. This includes readers who struggle to decode or those with dyslexic type difficulties.
Precision Teaching	Precision Teaching enables children to hone their key skills by engaging in short, focused tasks on a regular basis. We use a multi-sensory approach to teach reading, spelling and number skills.
Developing Focus and Attention	This is a program developed by Essex County Council which aims at developing the period of time young children are able to focus for.
The Five Minute Box	For Reception age children, this is an intervention which builds on our literacy and numeracy skills using activities which only take five minutes to complete.
Lego therapy	Lego-based therapy aims to develop social communication skills in children who have difficulties with sharing, turn-taking, following rules, using names and problem-solving. In practice, children work in groups of three with each participant having a distinct role to build a Lego model collaboratively.
Hertfordshire Reading	Our Reading Fluency Project works to significantly improve outcomes for pupils and is designed to help equip teachers to improve fluency and comprehension.
Little Wandles Catch Up	Our children work in small groups to work rapidly through phonics activities which are appropriate for their stage.
Maths Stacks	Number Stacks uses a combination of stackable place-value counters and video tutorials to help children master the foundations of the number system. With support from the teaching assistant our pupils are able revisit areas of the maths curriculum that they have not yet managed to develop fluency in.
EPS Maths	A program developed by the Essex Educational Psychology Team as a targeted maths catch up.
Zones of Regulation	A program developed to support children in understanding and regulating their emotions.
Socially Speaking	A program designed to help children build confidence and understand a range of social situations.



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How will Stock C of E support my child when they join the school?

- Contact is made to arrange a meeting once a school placement has been confirmed.
- If children have an identified need, or a concern about need has been raised, a meeting may be arranged between the SENCO, reception teacher, pre-school staff and parents to ensure a smooth transition.
- SENCO and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.
- Children will join us for transition sessions in the summer term where they will meet all staff who they will work with in the next school year.
- If your child is coming in to the school mid-year, you will have the opportunity to meet with the SENCO and share any One Plans/EHCPs already in place. We will endeavour to discuss these with the previous setting as well as parents to ensure a smooth transition.



How will Stock C of E support my child when they move between classes and key stages?

- EYFS teachers prepare for the transition of pupils to Year 1 at an appropriate point at the end of Foundation Stage.
- All children will have a 'Meet the Teacher' session with their new class teacher and any additional staff working with them.
- At the end of each year, teachers liaise carefully to ensure continuity for all children, but especially children with additional needs.
- Children with additional needs may have additional transition sessions with staff who they will work closely with the following year.
- Children may be provided with Social Stories to provide them a point of reference for over the summer.



How will Stock C of E support my child when they transition to secondary school?

- 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.



Evaluating the effectiveness of provision

- Children's One Plans are assessed on a termly basis, as part of our graduated approach. All children will undertake termly assessments, the tests that are used for assessment may be taken from a different year group if this is appropriate.
- The effectiveness of interventions and adaptations is also carefully monitored to ensure that they are the most appropriate intervention.
- Staff assess data from these interventions to ensure that children are given the most effective provision possible. Some interventions will be used for a short period of time. Others will be ongoing.

Emotional and social development

At Stock we will also work on building children's resilience and help them to build friendships and have several intervention groups which support this.

If your child has a SEMH need we are able to refer to several outside agencies for additional support.

- EWMHS – wellbeing support
- The School Nursing Team
- Kids Inspire
- The Wilderness Foundation
- Brentwood Catholic Children's Society.

Your GP or school can put you in contact with CAHMS.

If your child is in crisis contact: 0800 953 0222 or at the weekends/bank holidays: 0800 995 1000. In an emergency or if there is immediate danger to life please contact 999 or go to A and E.

Who might support my child?

- Within the school we have a number of LSAs who may work to support your child on a 1:1, small group or whole class basis.
- External agencies may come in to work with your child. If this happens you will be informed.
- They may work with a 1:1 tutor when they are in year six.



What if a child has a medical need?

- If your child has a medical need the school must be informed.
- If your child has a complex medical need, they may need a comprehensive care plan. This will be shared with all staff.
- If your child needs medicine within the school day, the office will need to be informed and a form must be completed.



How does the school involve other bodies, LA support, voluntary organisations?

We work with a wide range of professionals including:

- Educational Psychologists
- Occupational therapists
- Speech and language therapists
- CAMHS
- The Autism Outreach Service

We can also work with or refer to charities and external agencies such as:

- Snap
- Kids Inspire
- Essex Therapy Dogs
- Young Carers
- The Yo-Yo project
- Brentwood Catholic Children's Society

Contacting the SENCO



The school SENCO is Mrs Louise Blaber.

Mrs Blaber has been at Stock Primary School since January 2023 and began her role as SENCO in September 2024. She is completed her mandatory training NPQSENCO in April 2026.

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 and a half days a week in capacity as SENCO, usually Tuesday and Wednesday and Friday and is contactable in person through the school office, by phone or by email. She is also in class in Reception on a Wednesday afternoon. Any concerns raised will be dealt with as quickly as possible.

01277 840265

Senco@stockessex.co.uk

Please get in touch with any concerns.

Governance and Policies



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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.

Complaints



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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 or appropriate, 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.

Where else can I find access support?



Essex Local Offer



SENDIAS



SNAP



Families in Focus



Kids Inspire



Essex SPACE



Glossary of terms



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ASD – Autism Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

CAMHS – Child and adolescent mental health services

EHCP – Educational Health Care Plan, this is a plan which documents exactly what provision should be in place for a child with additional needs.

One Plan – an individual education plan to support the needs of a child.

SEND – Special education needs and disabilities

SENCO – The Special Educational Needs Co-Ordinator within the school.

SLT – Speech and language therapy

Quality First Teaching – Inclusive teaching practises which should be present in every primary classroom.