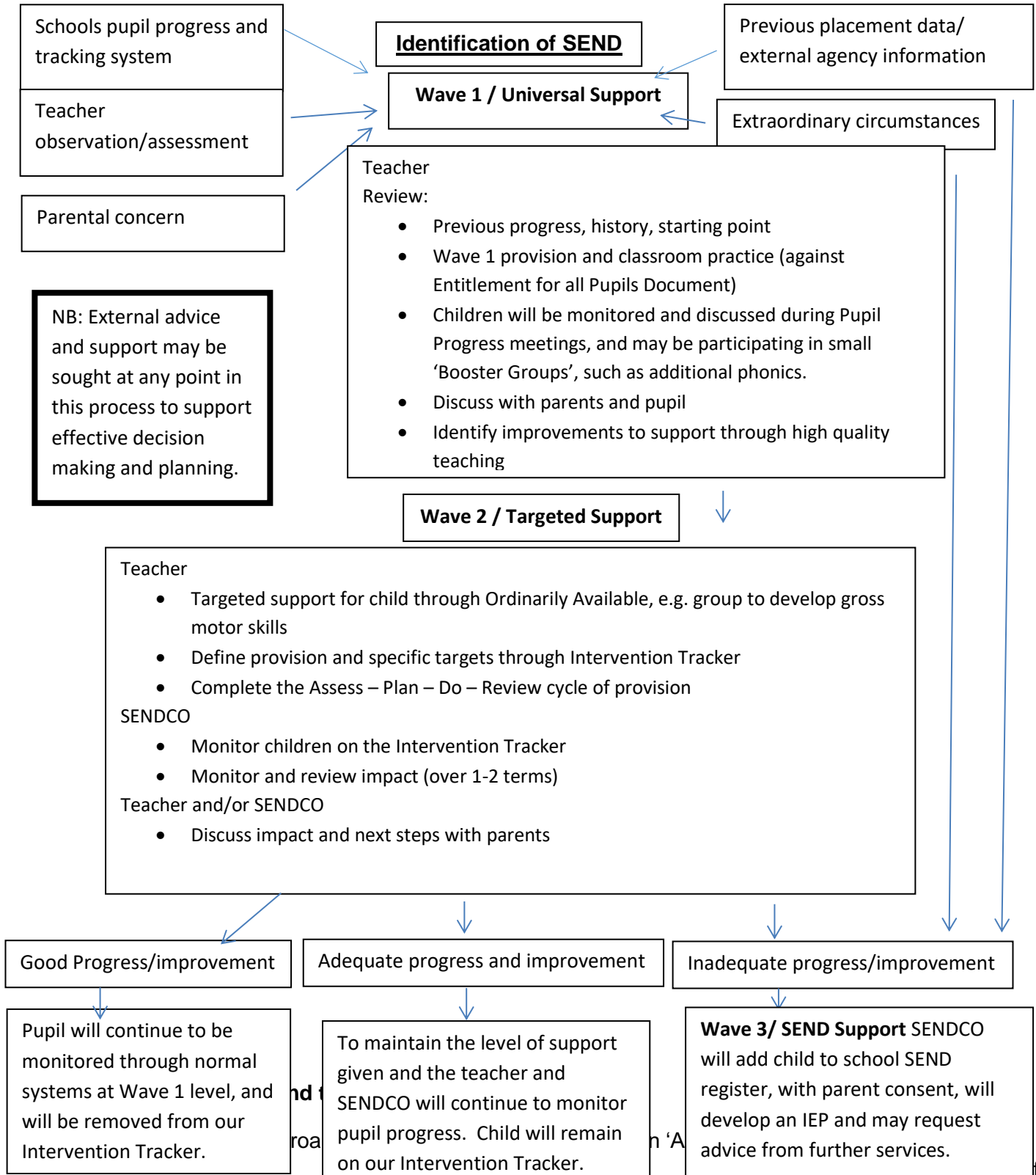


Stoke Prior First School's SEND Information Report

Introduction:

This report states how, at Stoke Prior First School, we strive to meet the needs of all of our children. The purpose of this Information Report is to clearly state how we identify pupils with SEND, to identify the support provided using the graduated response, which special educational needs we provide support for, the responsibility of provision, and the support given to parents and pupils.

Identification of SEND: Children are identified as having SEND through the following process:



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- Assess: Clear assessment of the child's needs and current strengths, shared with the child and parents
- Plan: Plans for interventions and support to address areas of needs linked to specific and ambitious targets, shared with the child and parents
- Do: Planned interventions and support delivered by well trained staff
- Review: Regular (at least termly) review of progress shared with the child and parents

There is a focus on developing independence in learning, while still providing appropriate support to remove barriers. Where appropriate we effectively use external advice and guidance for interventions

Identification of SEND flow chart expanded:

Wave One/ Targeted Support:

This Wave uses adaptations to the classroom and the class teacher inputs via excellent targeted classroom teaching also known as high quality teaching. The class teacher is responsible for identifying the need for and initiating differentiated and individualised learning opportunities for pupils.

For your child this would mean:

- 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.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve provision such as small booster groups.
- Specific strategies are in place to support your child to learn.

All children in school will be receiving this as a part of excellent classroom practice when needed.

Wave Two/ Universal Support:

This Wave is where specific, tailored support is put in place for your child. Your child's teacher will have carefully monitored your child's progress and will have raised their concerns during a Pupil Progress meeting with the Headteacher and SENDCO. It will have been decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

This support may be an intervention which could be in a small group of children or 1:1, run in or outside the classroom and be delivered by a teacher or teaching assistant.

For your child this would mean:

- They will engage in individual or group sessions with specific targets to help them to make progress.
- They will be placed on the Intervention Tracker, which is a way of recording their specific targets and the interventions being delivered. The targets set will be specifically tailored to your child's needs, they will have clear strategies to help your child achieve them and will be reviewed termly.
- A teaching assistant, teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using appropriate plans.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality teaching.

Wave Three/ SEND Support:

SEND Support

Wave Three support is provided to children who, despite regular and targeted interventions, have not made expected progress. They need further input and support to help overcome their barriers to learning. The SEND Code of Practice (2014) defines SEND as child or young person as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning (in any area of need) 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 schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them.

This is the criteria we use when placing a child on the SEND register and placement on the register occurs through a discussion with the SENDCO, class teacher, headteacher and parents. The SEND register reflects a level of need that requires specific individual support that is more than is available at wave one and two. To be placed on the SEND Register they do not need to have a diagnosed need or an Education Health and Care Plan (EHCP) and the SEND register is fluid so children can move on and off as needed. When placed on the SEND Register an Individual Education Plan (IEP) will be created which has personalised targets on for your child and will be reviewed termly.

Education, Health and Care Plan

If this level of support is prolonged then an Education, Health and Care Plan (EHCP) may be accessed. This means your child would need a level of support that cannot be provided from the budget available to the school and therefore funding would be requested from the local authority.

Your child will be accessing specialist support in school through advice from a professional outside of school.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs, which could result in an EHCP. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you and your child), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask specific professionals involved with your child to assess them again and to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan.
- The EHC Plan will outline the number of hours of support your child will receive from the LA and will also have outcomes for your child.

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- If your child needs the support of an additional adult then this adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- They will have an Individual Educational Plan (IEP) and this will be shared with you termly by our SENDCO or class teacher. This is a way of monitoring individual and specific targets that have been set by their class teacher through assessment or advice from outside agencies. This will also be shared with your child so they are aware of what is expected of them and can contribute towards their targets.

This staged process enables us to clarify whether the child has SEND or is underachieving due to gaps in their learning.

Special Education Broad Areas of Need

Under the code of practice the following categories of SEND are classified and where a pupil is identified as falling into one of the categories, provision will be made. The four Broad Areas of Need are:

- * Communication and Interaction
- * Cognition and Learning
- * Social, Emotional and Mental Health (SEMH)
- * Sensory/Physical needs

Ordinary Available Resources

Worcestershire Local Authority have provided a list of Ordinarily Available resources that schools should access when supporting a child through the different waves. Here are some examples of the resources mentioned and they are grouped under the Specific Areas of Need as identified in the SEND Code of Practice:

Communication and Interaction (Autism Spectrum Disorder, Speech and Language Communication Needs)	Cognition and learning (Mild Learning Difficulties, Severe Learning Difficulties, SpLD)
<ul style="list-style-type: none">• Access to advice and support from Speech and Language therapists• Access to advice and support from ASC specialist teachers and TA's• Effective classroom teaching with use of visual cues and support• Small group targeted interventions to develop skills in language and social interaction• SALT 1:1 sessions from TAs and Speech and Language Therapists	<ul style="list-style-type: none">• Systematic and effective teaching of phonics in the early years and across the school as appropriate• Clear visual supports and displays• Use of Worcestershire dyslexia pathways• Access to specialist support from occupational health and learning support• Access to specialist support from Educational Psychologist• Interventions in maths and reading• Ability grouping for across key stages
Social, Mental and Emotional Health	Sensory and Physical Needs

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<ul style="list-style-type: none">• Emotional Literacy Support Assistant (ELSA) sessions• Pastoral support• Small group targeted interventions to develop skills in language and social interaction• Access to family support• Access to the resources in the Wellbeing Tool Kit	<ul style="list-style-type: none">• Access to resources from Physical Disability outreach team• Trained members of staff to support and increase independence• Fully accessible school building• Access to advice and support from NHS practitioners• Trained staff to support medical needs
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Outside Agency Involvement

If there is a need for specific, professional advice on how to best to support your child, then the SENDCO will contact, or signpost you to, the necessary agencies. These are a valuable resource that enables staff to support your child in the best way possible. This support can be accessed at any point in the graduated response, however each professional has criteria which needs to be met before they are involved with a child – sometimes evidence of support over time is needed to show what has already been tried.

For your child this would mean:

- Your child will have been identified by the class teacher and SENDCO, or you will have raised your worries, as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
 - Ways you can support your child at home

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Agencies and Individuals that Provide Support

The school is fully committed to working with other bodies such as health, social care bodies, local authority support services and the voluntary sector. Here are some examples of the services used:

Directly funded by the school:

- Educational Psychologist
- Behaviour Support Team
- Learning Support

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- Independent Speech and Language Therapist
- Complex Communication Needs Team

Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs
- NHS Speech and Language Therapy (provided by Health Service but paid for by the Local Authority).
- Physical Disability Outreach Service

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

Voluntary organisations:

- SEND Information, Advice and Support Services for Worcestershire
01905 610858, www.SENDworcestershire.co.uk

Responsibility for Provision

Please see responsibilities outlined below, these are not exhaustive lists.

SENDCO

Eleanor Pincher

(send@stokeprior.worcs.sch.uk, 01527 832520)

Responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and co-developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting at SEN Support level
 - involved in monitoring progress
- 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.
- Ensuring the school's SEN register is accurate and reflects the needs of each child within the school.
- 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.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.
- Monitoring the provision provided for SEND children and for following a schedule of monitoring.
- Applying for an EHC Needs Assessment.

Class/subject teacher

Responsible for:

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- 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, additional support) and letting the SENDCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they 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 in their classroom and for all the pupils they teach with SEND.
- Ensuring that pupils with SEND are enabled to engage in activities with children in school who do not have SEND where it is safe to do so. Activities will be carefully planned to ensure this is possible.
- Identifying children who are experiencing difficulty, and to liaise with the SENDCO.
- Liaising with parents and informing them of areas of concern and seeking support from parents
- To seek advice from SENDCO to help differentiate within the classroom and to provide appropriate strategies and resources.
- To create, plan and deliver strategies via an Individual Educational Plan (IEP) and to incorporate the advice of specialist agencies.
- Monitoring and recording the progress of the child.
- Reviewing the effectiveness and appropriateness of provision and interventions for the children in their class via the Intervention Tracker.

Teaching Assistants

Responsible for:

- Working with the class teacher to meet the needs of all pupils within an inclusive classroom.
- Liaising with the SENDCO and class teachers, teaching assistants deliver interventions to small groups of children and individuals e.g. Precision Teaching, Social and Communication Skills, Speech and Language, Smart Moves.
- We have teaching assistants providing individual support to specific pupils whose need for support is above that which is Ordinarily Available.
- To be aware of the child's specific target they are working towards when delivering interventions
- Being aware of which children are on the SEND register in their class and how they can support them.

Headteacher

Alison Paisley

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Evaluating the effectiveness of provision that is made.
- Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Being familiar with SEND registers and the arrangements that have been made.
- To monitor teaching arrangements made for SEND children and the work of teaching assistants supporting SEND children.

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SEND Governor/s

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making sure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.
- Being fully involved in developing and monitoring the school's SEND policy.
- All governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- Continually monitoring the quality of SEND provision.
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.

Parents/ Carers

Responsible for:

- Contacting the class teacher, or SENDCO directly when they feel necessary, and are fully encouraged to do so (see contact details above).
- Giving their support at home whenever possible, with the emphasis on raising self-esteem and building a positive attitude.
- To support their child at home by continuing group interventions done within school to maximise the impact, for example hearing your child read.
- To do their best to complete the targets set on the IEP.

Child

Responsible for:

- In a simplified way, being part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude.

How Teachers are Supported to Work with Children with SEND

- The SENDCO's job is to support the class teacher in planning support for children with SEND.
- The school works with all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on specific SEND issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How Progress is Measured

- Your child's progress is continually monitored by their class teacher.
- Their progress is reviewed formally every term and an assessment is made of their attainment in relation to the National Curriculum Age Related Expectations, in reading, writing and numeracy.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called Layers of Learning and been developed by the Fort Royal Specialist School.
- If your child is in the Reception Class then a sensitive assessment tool called Steps will be used to capture small steps of progress against the EYFS outcomes.

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- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children who cannot access the SATs level of assessment will be assessed on the Pre – Key Stage Standards. This is a statutory teacher assessment judgement at the end of key stage 1, for pupils who are working below the national curriculum teacher assessment frameworks.
- Children on the SEND Support register will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Progress throughout the year will also be monitored by the Class Teacher, Headteacher, Subject Lead and SENDCO.

Adaptions to Curriculum

- At Stoke Prior First School we employ a range of approaches to ensure that the curriculum we offer meets the needs of individual children. We recognise that some pupils require a wider reaching curriculum that enables them to work on a range of skills focusing on a holistic approach. SCERTS is a framework that can be used to develop skills connected to Social Communication, Emotional Regulation and Transactional Support (SCERTS) to ensure broad development of life skills. This is a framework that is used following advice from external professionals and in discussion with parents.
- The Engagement Model is another approach used and it is an assessment tool which can be used to create a wide curriculum for children who have severe or profound and multiple learning difficulties. This model is a statutory requirement for children who are working below the standard of the National Curriculum and not engaged in subject – specific study at key stage 1 or 2. (The Engagement Model, July 2020)
- Both SCERTS and The Engagement Model can be used to track progress.

How extra support is allocated

- The school budget, received from Worcestershire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.
- Where more finance is needed the Headteacher and the SENDCO will apply to the local authority for Higher Funding. To be applicable for this the school will need to prove that the needs of the child cost more than allocated school budget.
- Additional adult support provided to your child is decided through discussion with the class teacher, SENDCO, head teacher, yourself and your child (where appropriate), and is based on your child's current needs. Support can be increased or reduced depending on how much progress your child is making. This support will be discussed at termly meetings with you and the SENDCO, whilst open communication is greatly encouraged throughout the year to address any arising concerns. If you want to query the support given to your child then talk to either the class teacher, SENDCO or headteacher and a meeting can be arranged. We strive for an early resolution to disagreements, as this is least stressful for all involved. However, if you are not satisfied with the final resolution then

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you can contact the SEND Information, Advice and Support Service Worcestershire on 01905 768153, Sendiass@worcestershire.gov.uk, www.SENDworcestershire.co.uk.

Support for Parents of Children with SEND

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be shared with you via a report, telephone call or meeting.
- Homework will be adjusted as needed to your child's individual needs.
- Your child's reading diary could be used as a home/school link book.
- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides information, advice and support for parents. Website: www.worcestershire.gov.uk/sendiass, 01905 768153 - office opening hours are Monday to Friday from 8.30am to 4.00pm. Email: sendiass@worcestershire.gov.uk
- Independent Provider of Special Education Advice (IPSEA) also provide support for parents. It offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of SEND. They also provide training on the SEND legal framework to parents and carers. Their website is: <https://www.ipsea.org.uk/> and their telephone is 01799 582030 (Monday to Friday, 9am-5pm).

Communication

- Arrangements for regular progress updates will be made for your child.
- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to SENDCO or Headteacher
- If you are still not happy you can speak to the school SEND Governor, Rebecca Sabel.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Pupils Moving to or from Other Schools or Settings

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

If your child is starting school:

- We will liaise with your child's current setting and, where possible, all relevant information will be passed on before your child starts school.
- Extra visits into school can be arranged to allow your child to become familiar with the setting.
- If your child would be helped by a booklet to support them understand starting school then it will be made for them.

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- You will be given the opportunity to come into school to meet with the Headteacher and/ or SENDCO to discuss how we can best support your child and for you to discuss any additional provision that may need to be made for your child to access school.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a booklet to support them understand moving on then it will be made for them.

In Year 4:

- The SENDCO will discuss the specific needs of your child with the SENDCO of their middle school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school may visit your child in this school.
- If your child would be helped by a booklet to support them understand moving on then we can ask for this to be made for them by their new school.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Accessibility at Stoke Prior First School

- The building is accessible to people with a physical disability via ramps. All areas of the school are fully accessible to children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Should further equipment or facilities be required to meet your child's needs then, where reasonable, these will be secured.

Other relevant information and school policies include:

Worcestershire Schools Local Offer: www.worcestershirelocaloffer.org.uk

Accessibility Plan

Equality Scheme

SEND Policy

This SEND Information Report was written September 2014 in accordance with Section 69(2) of the Children and Families Act 2014, and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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PERSON(S) RESPONSIBLE:	E Pincher
DATE POLICY AGREED:	July 2025
TO BE REVIEWED BY:	July 2026
DISTRIBUTION:	Staff / Governors / Website