

Stoke Heath Primary School SEN Information Report

2023-24

At Stoke Heath Primary, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality, aspirational and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential.

Do you have children with SEND in your school? What kinds of SEND do those children have?

We are a mainstream primary school. A significant proportion of our pupils (around 25%) have special educational needs.

Children are identified as having SEND for a wide range of reasons. This can relate to cognition and learning, sensory or physical needs, communication and interaction or social, emotional and mental health needs. We implement targeted interventions and Individual Education Plans which help support children's development and accelerate their progress in their area of need.

How do you know if a pupil has SEND? How will I know if my child is receiving SEND support?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Our class teachers closely monitor the progress made by all the children using formative assessment and summative assessment. Class teachers meet with the SENDCOs and SLT each term to discuss children on the SEND register and to raise concerns about children needing to be added to the SEND register. The school follow the graduated approach introduced by The Code of Practice 2015 whereby the category of SEN Support, replaced School Action and School Action Plus. The graduated approach of Assess, Plan, Do, Review is used to monitor pupils progress and ensure that effective provision is in place. Parents are informed if their child is added to the SEND register and are involved in termly SEND reviews. Interventions and Individual Education Plans are implemented and monitored. If this additional provision doesn't help the child to make good progress, the SENDCO might suggest other programmes of support. If the child still does not make good progress the SENDCO might refer the pupil to an external specialist service for assessment and recommendations.

Where can I find information about the school SEN Policy?

Our SEN Policy on our website will give you the information you need about how we make provision for all pupils with SEN.

- <https://www.stokeheath.coventry.sch.uk/send>

- If you would like to discuss our SEN provision or find out more, please contact our SENDCos:

Miss L Boulstridge and Mrs R Lowe

How do you make sure that the SEN support is helping pupils make better progress? How will I know that my child is making progress?

How do you check and review the progress made by pupils with SEN? How will I be involved in those reviews? Who else will be there?

Every term class teachers use assessments to assess their pupils in reading, writing and maths. They also evaluate additional provision in order to assess the effectiveness of the additional targeted support and adapt in response to progress. This progress will be discussed with parents by class teachers through termly SEND review meetings. Children working below age expectations or making slow or no progress are discussed at these meetings and appropriate interventions are planned and adapted to support them make better progress. Individual Education Plans will be shared with pupils and parents in order to work together to support the pupil make progress in specific areas.

How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?

- The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child's teacher will put in place different ways of adapting and differentiating teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.
- Your child's teacher will have carefully checked on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets to help your child to make more progress. These group or individual activities might be led by either a teacher or a trained teaching assistant working to plans made by the class teacher.

- Your child's class teacher will give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress. There is more information about the school curriculum on our website at:

www.stokeheath.coventry.sch.uk

How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

We support access to the school through building adaptations and to the full curriculum through differentiation and adaptation, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?

The SENCo helps class teachers to plan activities such as small group work or special programmes to help the child. If these activities don't help the child to make good progress, the SENCo might suggest other programmes of support. If the child still does not make good progress the SENCo and class teacher will meet with parents/carers and together agree that additional support will be put in place. This could include advice or assessment from an external specialist service. Additional targeted support any child receives will be discussed as part of termly SEND review meetings or parents' evening meetings.

Additional targeted interventions support SEND pupils to close the gaps in their learning or meet specific needs.

The school also liaises with external agencies such as Speech and Language, Complex Communication Team, Early Years SEND and the Educational Psychologist in order to support SEND pupils.

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?

We have many extra-curricular activities on offer. The number of pupils with special educational needs engaging in extra-curricular activities is closely monitored in school. Children not engaging are targeted for particular extracurricular activities.

There is more information about extra-curricular activities at our school on our website

www.stokeheath.coventry.sch.uk

How does your school support pupils' emotional and social development?

Our school uses a range of different approaches to support the development of individuals, classes and whole school emotional and social development. E.g. SEAL/ Buddy system/ Circle of Friends/ counselling/ etc

We also have a Family Support Team including Learning Mentors who support targeted children in class.

For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/ etc.

We also work with other agencies who directly support children's social, emotional and mental health such as Wild Earth and Dare to Dream.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

Miss L Boulstridge – laurab@stokeheath.coventry.sch.uk

Mrs R Lowe – rlope@stokeheath.coventry.sch.uk

How are the adults in school helped to work with children with an SEND and what training have they had?

The school has a school development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.

Whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for children with an SEND.

Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENCo.

The SENCo and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate.

All staff receive In-Service training or information about the Code of Practice for SEN (2001), and issues relating to Disability.

All staff have the opportunity to receive In-Service training on SEN Procedures in school.

All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care as appropriate.

All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism, Speech and Language disorders, Cerebral Palsy, Dyspraxia etc as relevant.

What happens if my child needs specialist equipment or other facilities?

We liaise with a range of services including Access and Technology and Sensory support to ensure the equipment necessary is provided to enable our pupils with Special Educational Needs to fully access the curriculum.

How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?

Termly SEND Review meetings between parents and class teachers involve discussion around attainment, progress and additional interventions that are planned to support SEND pupils make better progress.

Parent curriculum evenings and workshops are held throughout the year which will inform you how you can support your child's learning at home.

How is my child involved in his /her own learning and decisions made about his /her education?

Our school council, self-assessment, pupil voice and involvement in their own SEND review (where possible) ensures our pupils are fully involved in their own learning and the decisions made where it is appropriate.

Who should I contact if I'm not happy with my child's learning and / or progress?

In the first instance, complaints should be taken up with the class teacher directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher.

Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?

External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school

- External agencies will be used to identify specific targets for pupils in line to the schools procedures
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Pre- School Education Service and the Complex Communication Team, SEMHL
- Regular liaison takes place with Area Health professionals to access the following services: School Nursing Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service
 - SENDIASS directly support families of pupils with SEND. Please see their website below:
<https://www.coventry.gov.uk/sendiaass>

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

<https://www.coventry.gov.uk/localoffer>

How will you help my child make successful move into the next class or secondary school or other move or transition.

Every July the current class teacher has a transition meeting with the new class teacher in order to pass on necessary information to enable pupils with SEN to continue making progress. Our Year 6 Phase Leader meets with Year 7 Head of Year groups from various secondary schools to pass on any relevant SEND information. This is then disseminated to the relevant staff in their new secondary school. Children with an ASD diagnosis are supported by the Complex Communication Team in some circumstances to further support their transition to a new class or setting.

Where can I find out about other services that might be available for our family and my child?

The Coventry Local Offer website has information about the services that are available. Click here to go to and view the Coventry Local Offer:

<https://www.coventry.gov.uk/localoffer>