



Special educational needs (SEN) information report 2023-2024

Stockcross CE (VA) Primary School



Executive Head Teacher	Sign & Date:	 15 November 2023
Chair of Governing board	Sign & Date:	 15 November 2023

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Contents

Contents	2
1. What types of SEN does the school provide for?	2
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	11
10. How will the school resources be secured for my child?	12
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	12
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	12
13. How does the school support pupils with disabilities?	12
14. How will the school support my child's mental health and emotional and social development?	12
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	13
16. What support is in place for looked-after and previously looked-after children with SEN?	14
17. What should I do if I have a complaint about my child's SEN support?	14
18. What support is available for me and my family?	14
19. Glossary	15

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on [our website](#). Alternatively, you can ask a member of staff to have a copy of the policy sent to you.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

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

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder (ASD)
	Speech and language difficulties
	Pathological Demand Avoidance (PDA)
Cognition and learning	Specific learning difficulties, including <ul style="list-style-type: none"> - dyslexia, - dyspraxia, - dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Tourette's syndrome
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr Paul Waller.

Paul has 5-years' experience in the role of SENCO and has been lucky enough to have worked as SENCO across both of our schools in The Kite Primary Federation. He is a qualified teacher with 10 years' experience in classroom teaching.

Paul achieved the National Award in Special Educational Needs Co-ordination (NASENCo) in June 2021.

He has an allocation of 1 day a week to manage SEN provision for each school in The Kite Primary Federation.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. As part of our dedication to continuous SEND CPD, some examples of training our teachers staff have received are:

- Attachment training
- ADHD Training
- De-escalation
- Structured Conversations
- Dyslexia in the Classroom
- Flying Start to Phonics (and Turbo Time)
- Stormbreak

Teaching assistants (TAs)

We have a team of teaching assistants (TAs), from 2024 this will include one higher-level teaching assistant (HLTAs) in each school. In addition, in each school we have Specialist TAs. Both the HLTAs and Specialist TAs are trained to deliver SEN provision.

We also have teaching assistants who are trained to deliver interventions such as:

- Snap Maths
- Structured Approach to Reading
- ELSA
- Numicon
- Precision Teaching
- Accelerated /Accelerate
- Touch Typing
- FFT Sprint
- Structured Approach to Writing
- Hand Skills / Letter Formation

Teaching assistants and lunchtime controllers all receive training in specific needs and general SEN provision including positive behaviour management training for all staff.

Teaching assistants and other staff may receive training in specific and general provision as appropriate.

In the last academic year, TAs have been trained specifically in the delivery of our early reading intervention, FFT Sprint, and in our new phonics scheme, Flying Start to Phonics and its partnering intervention programme, Turbo Time.

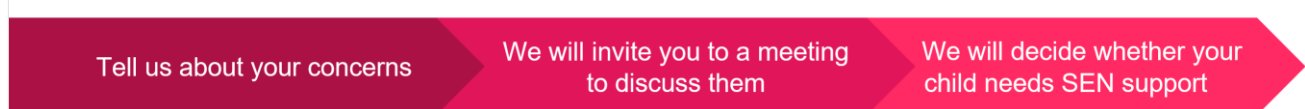
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include:

- Speech and language therapists (SaLT)
- Educational psychologists (EP)
- Occupational Therapists (OT)
- Specialist Inclusion Support Service (SISS)
- Autism Advisory Team (AAT)
- West Berkshire SEND Team
- Children and Young Persons Integrated Therapies (CYPIT)

- › Cognition and Learning Team (CALT)
- › Early Development and Inclusion Team (EDIT)
- › iCollege
- › Therapeutic Thinking Support Team (TTST)
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please arrange a consultation with the class teacher through the school office or through conversation with your child's teacher at the end of the school day upon pickup at the school gate.

The class teacher may pass any messages on to our SENCO, Paul Waller, who will be in touch to discuss your concerns.

You can also contact the SENCO directly through our school office.

The class teacher and SENCo will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Each service has its own criteria and route for referral. The school can refer to some of these services but it may be appropriate to ask for a GP referral. Please contact school to discuss with the class teacher and, if appropriate, the SENCo and we will support parents in accessing the necessary services for their child.

To access support from Speech and Language Therapy, Occupational Therapy and/or Physiotherapy we follow guidance from West Berkshire. The school is able to access the Speech and Language service through the CYPIT referral system on a needs basis, however a GP referral is needed for Occupational Therapy and Physiotherapy unless the child has an EHCP in place. Should you be concerned and feel one of these services are required for your child:

- Contact the school for advice
- Also possible to contact health Visitor, School Nurse or GP
- Schools can request involvement by a Speech & Language therapist if they feel it is necessary

- Schools can also request involvement by an Occupational therapist/Physiotherapist if the child has a statement or EHCP, otherwise it has to be done through a GP.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include spelling, reading at word and comprehension level, number work, or even in their classroom and playground interactions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support through reasonable adjustments and / or a specific intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

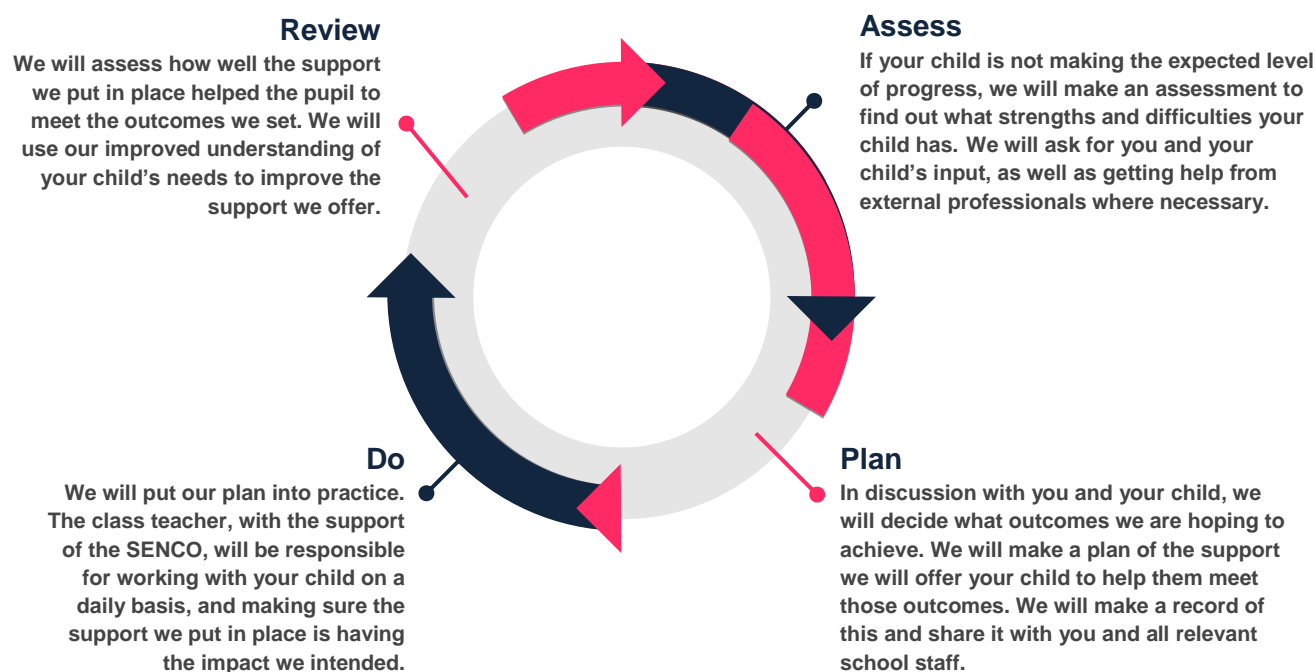
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO, in collaboration with the senior leadership team, will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO and class teacher will work with you to create a SEN Support and Achievement Plan (SAP) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do & review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress as well as termly Support and Achievement plans (SAPs) with your child at the centre and heart of the plan.

In designing these SAPs, your child's class/form teacher will meet you three times a year to:

- › Set out clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do in meeting these outcomes.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office or by speaking with them at the end of the day at home time.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting

- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Providing a quiet space where your child can move to so as to complete work when finding this hard in the classroom space, to regulate when becoming dysregulated, to plan out their work before joining the class, etc.
- › Using recommended aids, such as coloured overlays, visual timetables, ear defenders, fiddle toys, larger font, etc.
- › Through the use of technology, such as laptops, voice to text programmes, tablets, Dictaphones, etc.
- › Teaching assistants will support pupils on a 1-to-1 basis when a child's need has met the threshold for additional funding (through EHCP approval); when a need or behaviour has meant that your child would find it difficult to attend to classroom expectations without intensive support;
- › Teaching assistants will support pupils in small groups when a common difficulty is presented in two or more children; where a social developmental need is identified; where turn-taking games are part of a provision design, etc.
- › Opportunity for additional transition days to the new class when approaching the end of the school year.
- › A reduced timetable where recommendation has come from external guidance and with local authority approval so as to reduce anxiety or dysregulation, and provide opportunity for a successful time in school.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Timers / Providing clear timings Social stories Ear defenders Quiet spaces Now and next boards Desk barriers Use of visual supports to increase understanding, foster autonomy, and provide stability Physical resources to support sensory needs Fostering a “predictable” and structured classroom Making the child / parents aware of upcoming changes to school routine Movement breaks Zones of Regulation Stormbreak
	Speech and language difficulties	Speech and language therapy resources Guidance from practitioners, e.g. - Quality 1:1 time - Tuning in to learner - Let learner take the lead - Be responsive - Imitation - Pauses
	Pathological Demand Avoidance (PDA)	Visual timetables Busy boards Now and next The element of choice to create autonomy and give some control Quiet spaces Reduced demands
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia	Intervention programmes Sloping desk

	and dyscalculia	<p>Wobble cushion</p> <p>Backward chaining</p> <p>Rhyme games</p> <p>Given additional processing time</p> <p>Chunking of work</p> <p>Pencil grips and finger spacers</p> <p>Visual prompts</p> <p>Reduce the number of instructions</p> <p>Movement breaks</p> <p>Quiet areas to reduce anxiety</p> <p>Dyslexic font</p> <p>Sensory Circuits</p> <p>Proprioception</p> <p>Gross and fine motor skill development</p>
	Moderate learning difficulties	<p>Concrete resources</p> <p>Chunked activity sheets</p> <p>Additional time</p> <p>Working memory guidance</p> <p>Simplified language</p> <p>Reduced demands</p> <p>Quiet areas to reduce anxiety</p>
	Severe learning difficulties	<p>Guidance directly from educational and healthcare professionals</p>
Social, emotional and mental health	ADHD, ADD	<p>Quiet workstation</p> <p>Quiet areas to reduce anxiety</p> <p>Movement breaks</p> <p>Proprioception / Sensory circuits</p> <p>Sensory resources and fiddle toys</p> <p>Zones of Regulation</p> <p>Stormbreak</p>

	Adverse childhood experiences and/or mental health issues	<p>Nurture groups</p> <p>ELSA (Emotional Learning Support)</p> <p>Emotional Health Academy (EHA)</p> <p>Mental Health Support Team (MHST)</p> <p>Zones of Regulation</p> <p>Stormbreak</p> <p>Quiet spaces to reduce anxiety and to calm</p> <p>Home / School books</p>
Sensory and/or physical	Hearing impairment	Guidance directly from educational and healthcare professionals
	Visual impairment	<p>Limiting classroom displays</p> <p>Increasing the size of printed work sheets / activities</p> <p>Increasing the size of electronic text and imagery</p> <p>Following advice regarding lighting in the classroom</p>
	Multi-sensory impairment	Guidance directly from educational and healthcare professionals
	Physical impairment	<p>Wheel chair access to the school and playground</p> <p>Classroom spaces can be moved to meet the physical needs of children</p> <p>Guidance directly from educational and healthcare professionals</p>

These interventions are part of our contribution to West Berkshire's local offer. Please also see our [accessibility plan](#), available also on our [school website](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing progress towards their goals each term in SAP writing meetings
- Reviewing the impact of interventions after the specified number of weeks in their support guide
- Termly testing in reading, spelling and/or maths for all children with a SEN need
- Using pupil questionnaires and pupil voice on all SAPs
- Monitoring by the SENCO and SLT
- Using provision maps to create a record of need and to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through an EHCP application and / or from other local SEND bids, for example a TTST Small Garden bid.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We aim for our extra-curricular activities and school visits to be available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trip to Grittleton or PGL venues.

All pupils are encouraged to take part in sports day, school plays / Nativity, special workshops, scouting activities, themed events, etc.

The needs of SEND pupils are carefully considered prior to any off-site activities and adaptations are made to ensure they fully participate. Teachers always make pre-visit inspections wherever possible, and carry out a risk assessment. They carefully review individual needs in the light of their experience and measures are then put in place to support the individual in the most appropriate way.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see our admission's policy on the [school website](#) for further details.

13. How does the school support pupils with disabilities?

The school has completed a building programme to improve facilities and the learning and physical environment.

The school building is single storey with double width doors in most areas enabling ease of access. There are multiple ramped entrances for wheelchair access to classrooms, communal teaching and learning areas, the school hall and the school playground.

The school has a disabled toilet and handrails are fitted in two other toilets.

For further information, please see out [accessibility plan](#) on the [school website](#).

14. How will the school support my child's mental health and emotional and social development?

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

- › Pupils with SEN are encouraged to be part of the school council and/or worship team
- › We provide extra pastoral support for listening to the views of pupils with SEN, for example: through social games, movement breaks and Lego Therapy. We also provide ELSA (Emotional Literacy Support Assistant) support where it is needed. Our ELSA is specifically trained to meet the emotional needs of the children across the school.
- › We run a lunch club for pupils who need extra support with social or emotional development
We have a 'zero tolerance' approach to bullying.
- › We have a Mental Health Support (MHS) lead in our school who works with the MHS team to identify and provide support for children struggling with emotions and in their mental health.
- › We are implementing Zones of Regulation across the school allowing children opportunity to identify and communicate their feelings using the same language and comprehension of emotional state.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- › We are fortunate to be a small school where every child knows every grown up very well, and vice versa.
- › We ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- › Provide a transition day for all children to meet their new teacher and to spend time in their new classroom.
- › For pupils with SEND, we schedule additional lessons with the incoming teacher towards the end of the summer term for extra opportunity to work with them in their new classroom space

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Transition records and any official SEND documentation are passed on with parental consent and under strict confidentiality. Meetings between professionals are arranged as required to support the transition process.

We pass on reports from external professionals/agencies, current SAPs and reviews and records of attainment. Any additional information that is considered relevant to the individual's needs is also provided with parental approval.

Between phases (for primary schools)

The SENCO of the secondary school will usually come into our school for a meeting with our SENCO or through an electronic format (Teams, Zoom) if a face-to-face meeting is not possible. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Transition programmes are structured to support the individual needs of the child. Workshops are arranged to prepare children for transfer to Secondary Education through discussion and activities.

- › Transition visits are arranged by the primary and secondary SENCOs and additional visits are organised on an individual need basis.
- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO will work closely with the class teacher to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher and/or SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

We also recommend, should any grievance arise, that you make contact with [SENDIASS West Berkshire](#) (Special Educational Needs and Disabilities Information Advice and Support Services) who will advise on decision making processes and provide information established by SEND Law and practices, as well as local knowledge and signposting. They provide impartial advice on what steps to take in the areas of Education, Health and Social Care and give confidential individualised support to empower those who seek our assistance.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Again, should this arise, please do contact [SENDIASS West Berkshire](#) who work as a mediator in resolving disagreements.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [West Berkshire's local offer](#). West Berkshire publishes and regularly updates information about their local offer on their website:

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisations are:

[SENDIASS West Berkshire](#)

Local charities that offer information and support to families of children with SEND are available on the [West Berkshire's local offer](#).

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CaLT** – cognition and learning team
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **ELSA** – Emotional Learning Support Assistant
- › **E.P.** – Educational Psychologist
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SENDIASS** – Special Educational Needs and Disabilities Information Advice and Support Services
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Small Gardens** – An approach from the TTST in which teachers can identify a small group of pupils who might benefit from a different approach outside of the classroom. This move is intended to protect the physical safety, wellbeing or opportunities of pupils in the small garden, and within the classroom.
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- › **TTST** – The Therapeutic Thinking Support Team