



Stoke Hill Federation SEND Report

How we support children with Special Educational Needs and Disabilities

Our vision and how we hope to achieve it

Our aim is for all children to achieve the best they can in every aspect of learning, social and emotional development, so that they have a positive view of themselves and their achievements by the time they leave. We view each child as an individual with strengths and needs which we can develop and nurture during their time at Stoke Hill. We aim to create confident and resilient pupils who take ownership over their learning and behaviour and are valued and included in all aspects of school life.

Information about Stoke Hill

Stoke Hill is a three-form entry Federation, arranged over two school sites. The infant school has a Nursery class which admits children from the age of three, and children remain at the school until they leave at age 7. We admit pupils from a range of nurseries into our Reception classes. The majority of our pupils transfer to the junior school. We have children with a range of special educational needs and disabilities (SEND) attending our school, and we are committed to meeting the needs of all our learners.

In recognition of our commitment to inclusion, we have recently re-structured and expanded our Inclusion team. This comprises of the Head of SEND and Inclusion (NASENCo) who holds the strategic oversight of SEND across both schools; Assistant Heads of School (NASENCo/NPQ SEND) who act as Leads for SEND and Inclusion within each school; the Assistant NASENCo who supports SEND processes, and the Family Support Worker who builds links with families between home and school. This reflects considerable collective expertise in meeting the needs of pupils with SEND. The Inclusion Team work closely together to support pupils as they move through the Federation.

How we give parents and pupils a voice

We have a culture of encouraging pupils to advocate for themselves if they have a concern and to seek out support from an adult either in class or through the pastoral team.

All children are invited to share their viewpoints through whole school events such as assemblies. They are given the opportunity to participate in decision-making through our School Councils. Parents and children are also actively encouraged to share their views on learning and school life on a termly basis as part of planning and review through the graduated

response. Children with an EHCP and their parents also share their views as part of the Annual Review process.

Parents are regularly invited into school to attend meetings and are encouraged to share their views.

How we know if a child has special educational needs

We aim to identify pupils with SEND and act on our concerns as early as possible. These concerns may be raised either within school by members of staff or brought to our attention by parents and carers. Concerns are explored in more detail through the Targeted Support Framework to ensure that needs are correctly identified and met.

When a concern is raised within school the first step is to address the needs through additional strategies and intervention that is planned and monitored by the class teacher. If concerns persist, the class teacher liaises with the SEND and Inclusion Lead to consider their response to intervention and agree appropriate next steps. This could involve further consultation with or more detailed assessment from an outside agency. Parents and carers are involved in this process at the earliest opportunity through informal discussion about their child.

If at any time a parent or carer has a concern about their child, they can raise this with their child's class teacher who will liaise with them over any actions that are put in place.

In the Early Years staff meet with the parents of every child before they start school. This is an opportunity for parents to share any concerns they may have, which will then be closely monitored, and action taken as appropriate. Any adjustments needed are taken into consideration when planning a smooth transition for pupils.

We routinely use language and dyslexia screeners as an additional tool to support the accurate identification of special educational needs. Every child's language is screened on entry to Reception to ensure that any needs are identified and addressed at the earliest opportunity.

What we do to help children with special educational needs

We have a range of additional support programmes within school to help children with their learning. These include:

- Funfit and High Five
- online English and Maths programs such as Nessy and Numbots
- Little Wandle phonics catch-up
- 'Heads Up' social, emotional and mental health support
- speech & language intervention
- LEGO Therapy

We work with a Speech Therapist who comes into school every other week to support staff and oversee the provision for children with language and communication needs. In addition to this we have a trained SILSA (Speech, Interaction and Language Support Assistant) working in each school to support staff with the implementation of Speech and Language provision.

In addition to this we have an Educational Psychologist who works with us on a regular basis to assess and advise on the best way to support identified children with their learning. This happens in consultation with parents and school staff with the aim of strengthening our graduated response.

In class children with SEND are given additional support through ordinarily available inclusive provision (OAIP). This consists of adapted learning tasks, targeted strategies linked to key areas of need and access to a range of resources such as visual scaffolds or sensory aids to remove barriers and support access to learning. OAIP is an established starting point to meeting pupil need and is implemented on a daily basis.

Pupils with SEND also have access to a range of targeted interventions. Their response to this is reviewed with parents each term. In addition, children with EHC Plans have a review meeting every year which involves their parents or carers and any professionals who play a significant role in their learning.

We ensure that all children with SEN or a disability are treated equally at all times, and we encourage both children and adults to speak up should they feel they are being treated unfairly.

How we adapt our teaching for children with special educational needs

We place an emphasis on Ordinarily Available Inclusive Provision (OAIP) and recognise that all teachers are teachers of SEND. When a child is experiencing difficulty we support them in class by making sure we have a clear understanding of their needs and adapt and scaffold learning tasks to address this. Adaptations can also involve the use of established strategies linked to areas of need as well as more personalised approaches. It is the responsibility of the class teacher to ensure that this is done. Children with additional needs will always have access to quality input from their class teacher. As a result of this, children with SEND are given every opportunity to be successful in their learning.

Children with the greatest need are given targeted adult support in lessons. However, they are also given encouragement, opportunity, and the resources to work independently as often as possible. A range of scaffolds are planned and used as a tool to encourage independence.

How we decide what resources we can give to a child with special educational needs

Each child's individual needs are carefully considered when allocating support. Those with the greatest need will receive targeted adult support as appropriate. Children with an EHC Plan have support recommended in their Plan which is then put in place by their class teacher.

Support for all children with special educational needs is planned at the beginning of each year. When doing this we make sure that each child's support is carefully matched to their needs.

The support that is being given is regularly reviewed throughout the year and if it is not helping to improve the child's learning, it is changed.

The school also has a range of resources available to pupils with SEND to support their learning. This includes access to chromebooks and sensory equipment, amongst other things. Any specific resources that are recommended for individual children will be put in place. All equipment is available in classrooms and reviewed and updated on a regular basis.

How we check that a child is making progress and how we keep parents informed

Class teachers discuss the progress of pupils with SEND at a termly check-in meeting with a member of the Inclusion team. This is an opportunity to discuss how the child is responding to support and whether anything else needs to be put in place. This information is shared with the Head of SEND and Inclusion who monitors the overall progress of pupils with SEND and any additional provision that is put in place.

Members of the Inclusion team carry out learning walks on a regular basis to monitor the progress of SEND pupils during lessons and advise on any adjustments. These can be focused around aspects of OAIP such as learning environments or language strategies, as well as the quality of teaching and learning.

Parents are invited to come into school every term to discuss their child's progress at parents evening. Parents are also welcome to share their concerns informally with the class teacher or SEND and Inclusion Lead at any time. Children with an EHC Plan have an additional review meeting once a year to discuss progress towards outcomes that have been set.

Support we offer for children's health and general wellbeing

There is a warm and friendly atmosphere across both schools which supports and encourages pupils to ask for help. Children are given clear expectations around behaviour and encouraged to take responsibility for themselves. We always work with parents to resolve behavioural issues as soon as they occur. We are keen to promote good attendance at school and the attendance team meet on a regular basis to monitor and support families where needed. If emotionally-based school avoidance (EBSA) is a concern it is explored by the Inclusion team and a range of supportive strategies trialled in agreement with parents.

Pupils are encouraged to develop emotional awareness and regulation strategies through the Zones of Regulation which is taught in all classes across the Federation. Children are encouraged to reflect on and practice the self-regulation strategies that are most beneficial for them.

The welfare of all children is also promoted through the Jigsaw curriculum, where children are encouraged to share their successes and concerns. We offer emotional support for identified individuals through relational support plans to ensure their wellbeing in school. There is further pastoral support available for pupils on a referral or drop-in basis from a THRIVE trained adult who can listen to concerns and develop strategies to problem-solve.

At the junior school children can access the lunchtime club if they do not wish to be in the playground. This can include art or games which encourage friendship, good social skills and confidence building. Both schools have large grounds which encourage play and exploration and at the Infant school a range of equipment is available for children to play with.

If a child has a medical need this information is passed onto the Assistant SENDCo who ensures that the appropriate people are informed, and relevant support is put in place. In certain circumstances medication may be administered within school, but only once this has been agreed. Some support staff are First Aid trained and many have additional training in specialist areas such as diabetes.

Specialist services we use when we think extra help is needed

The Federation works closely with their local area Inclusion partner who can advise and signpost for further support. This includes access to Inclusion drop-ins with a team of experts from within the local authority. Advice from these agencies is sought in agreement with parents and any recommendations made are put into action by the class teacher and supported by a member of the Inclusion team.

We also have a range of specialist external services available which we can access. These include:

- Educational Psychology
- Speech & Language Therapy
- Occupational Therapy
- Specific Learning Difficulties Team
- Child and Adolescent Mental Health Services (CAMHS)
- Vision Impairment team
- Hearing Impairment Team
- Vranck House

The training our staff have had or are getting

Class teachers attend the equivalent of five training days in school across the year. These can either be related to aspects of the curriculum or focus exclusively on SEND issues. Teaching

Assistants have the opportunity to join these and their skills are also developed through Appraisals. Recent SEND training has included the Targeted Support Framework and Supporting Speech, Language and Communication Needs within the classroom.

We also run staff meetings in school around specific areas in order to develop and embed staff awareness and understanding of special educational needs.

Members of staff who work with SEND children are given the opportunity to attend specialist training courses covering a range of areas outside of school in order to support the work they do with the children.

Staff also receive regular training and advice from specialists who visit school, such as the teacher of the deaf, Educational Psychologist and speech therapist.

How we include children/young people in activities and trips

All our children take part in school trips and activities. Whenever a trip is arranged a Risk Assessment is carried out, and special arrangements are put in place where necessary so that all children can be involved. For example, an extra member of staff may be provided. In some circumstances parents and carers support their children on a trip out of school.

Every year we take our Year 5 and 6 children on a residential trip away from school. This gives children a huge confidence boost and sense of achievement. We actively encourage all children to attend, regardless of any disability or particular needs they may have and make any necessary adjustments to accommodate this.

We run a range of after-school clubs in both schools throughout the year.

Our school environment

We place an emphasis on classroom environments to ensure they are set up effectively to meet the needs of all pupils. Every classroom has a dedicated calm space for pupils to access, and additional sensory areas and blackout tents are available in both schools to support regulation.

Both schools are fully wheelchair accessible and have disabled toilets and a changing room.

We have several rooms within the building available for therapeutic and group work, including dedicated areas that are equipped for sensory input. Some classrooms benefit from Soundfield systems and each classroom has blackout blinds installed.

Equipment such as frames and adapted chairs can be accessed for pupils if necessary. Every year group is also equipped with a range of resources to meet the needs of pupils with SEND in class.

We have a fantastic outdoor space with plenty of open spaces to play in, climbing equipment to support physical development, chickens to look after and a water city to explore.

How we prepare for children joining our school and leaving our school

When a child joins our school in the Early Years a transition meeting is held with staff from the previous setting in order to handover information. Visits to other settings are also made on some occasions. In Nursery and Reception there is a flexible settling-in period dependent on how the child adapts to the school environment.

If a child with SEND joins the school at any point, handover information is passed on from the previous school and a meeting is held with parents or carers to discuss their needs and any concerns they may have. Children with EHC Plans will receive priority when applying for a school place.

The transition process for SEND pupils to Secondary school starts early, and for some children transition plans begin in Year 5. During the summer term in Year 6, information is shared with secondary schools. Pupils with SEND are offered additional visits to their secondary school in order to familiarise themselves with the school and build confidence. Alongside this, additional transition work is carried out in school to ensure children feel knowledgeable and prepared. The SENDCo liaises with the SEND team of the receiving school and seeks the support of other agencies to ensure a smooth transition.

Transition visits are also arranged within school for children who are moving from the infants to the juniors so they can familiarise themselves with the school site.

Transition meetings are held between the Head of SEND and Inclusion and new class teams for children with an EHC Plan to hand over essential information.

How parents are involved in school life

Our aim at Stoke Hill is to work closely with parents in order to support their child, and we value their contribution at all times.

Parents are invited into school at the start of the year for a 'meet the teacher' evening and every term following this to discuss their child's learning. Parents are also regularly invited to attend SEND meetings concerning their child. Parents can arrange to meet with class teachers at their request who can discuss any SEND concerns they may have and refer onto the SENDCo if appropriate.

Parents are invited into school for events such as 'school in the dark' and coffee mornings. They are regularly invited in for class assemblies. An annual coffee morning is held for parents in Early Years by our Speech Therapist.

Who to contact for more information

For a concern relating to special educational needs and disability contact your child's class teacher in the first instance. If extra support is needed the SEND and Inclusion Lead will become involved.

If you need to contact a member of the Inclusion team with an enquiry please use the following address:

infant.inclusion@stokehill.devon.sch.uk

junior.inclusion@stokehill.devon.sch.uk

For any other concern or for information on joining the school contact Claire McKimm (Infant Headteacher), Jamie Sullivan (Junior Headteacher) or Yvonne Hammerton-Jackson (Executive Head)

Further support is available through the Devon Information and Advice Centre (DIASS):

Tel: 01392 383080 Email: [Home - Devon Information Advice and Support \(devonias.org.uk\)](mailto:Home - Devon Information Advice and Support (devonias.org.uk))