



Annual SEN Information Report

The Stoke Poges School

The school is committed to providing an appropriate, high quality and challenging education for all its pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, impairment, disability, attainment or background. All pupils, including those with a special educational need or disability (SEND) have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all the school offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

SEN Provision At The Stoke Poges School

The Stoke Poges School is a maintained mainstream primary school; it does not have an additional resourced provision (ARP) for pupils with SEN.

The SEND provision at The Stoke Poges School is provided primarily through Quality First Teaching practices using a graduated approach, which includes effective differentiation and target setting. Reasonable adjustments to the curriculum and learning environment are also made under the guidance of specialists when required. The school's accessibility policy is available on the school's website*.

A range of evidence based SEN interventions have been purchased by the school. If it is considered that a pupil requires support that is additional to and different from established Quality First Teaching strategies and a differentiated curriculum, appropriate SEN provisions are selected by the Special Educational Needs and Disability Coordinator (SENDCo.) in conjunction with the class teacher and implemented by a trained Learning Support Assistant. In order to meet the pupil's needs, more than one intervention may run concurrently. The class teacher completes an Assess, Plan, Do Review sheet for pupils whose progress is being carefully monitored and a detailed Provision Map is written by the SENDCo. for pupils identified as having an special educational need. This is achieved though consultation with the parents and pupil as part of a pupil's SEN Support Plan document.

The School's Approach to Identifying Pupils With SEN

Detailed information regarding The Stoke Poges School's approach to identifying pupils with a special educational need can be found in the SEN and Inclusion Policy, available on the school's website*. A leaflet for parents on SEND at The Stoke Poges School is also available from reception.

When considering if a child has a special educational need, the following may be taken into consideration:

- information gained through liaison with the pupil's pre-school or nursery
- internal tracking, identifying that a pupil is performing significantly below expectations for his/her age
- where progress is limited, despite Quality First Teaching and targeted interventions through a graduated approach
- concerns raised by parents
- diagnosis by a medical professional
- assessment reports provided by external agencies e.g. the speech and language therapy or occupational therapy services, physiotherapy or an educational psychologist.

Evaluating The Effectiveness and Impact of Interventions and Reviewing Pupil Progress

The effectiveness of SEN provision is evaluated and regularly reviewed by the SENDCo. in consultation with the delivering LSA, class teacher, pupil and parents. The tools used to evaluate the impact of each intervention include:

- formal testing prior to and following the intervention period
- classroom and or intervention observations conducted by the SENDCo.
- on-going programme records and LSA notes relating to specific interventions
- review meetings with class teachers and relevant LSA
- meetings with the parents and pupil
- feedback forms completed by the pupil

The SENDCo. monitors and records the progress of all pupils with SEN and co-ordinates the provision for each pupil. Provision Maps are written in October and February for pupils on the school's SEN register, giving details of the provision agreed along with short-term expected outcomes for each intervention. Provision Maps may be written more frequently if required. SEN Support Plans and pupil progress is reviewed formally with the parents and pupil at least three times each academic year.

The School's Approach To Teaching Pupils With SEND

The Stoke Poges School promotes inclusion in all aspects of school life. Risk assessments are carried out and reasonable adjustments are made to enable pupils with SEND to become active participants in the wider school community. This includes participation in extra-curricular activities and trips.

Reasonable adjustments are made to the learning environment when required and the curriculum is adapted to meet individual needs. This may include the provision of one-to-one or small group support in the classroom, specific seating arrangements and the use of specialist equipment, if obtainable within budgetary constraints. Additional resources and equipment may be funded through High Needs Block Funding. The school has access to a range of external agencies, which provide individualised programmes and professional advice when appropriate.

The Stoke Poges School has a caring, nurturing ethos, where the emotional and social development of all its pupils is given high regard. Pupils with social, emotional and mental health needs are supported through various avenues, including:

- circle time
- PHSE lessons
- being encouraged to share their feelings and concerns with the class teacher or LSA
- nurture groups (when required)
- social skills groups (when required)
- the school's internal counselling service 'Time2Be'
- vulnerable pupils have access to the school counsellor on an ad-hoc basis
- The Friends For Life Programme (when required)
- in a small number of cases, pupils are referred to CAMHS for specialist support

Pupils with SEND are given the opportunity to evaluate their own learning through feedback forms and consultation meetings with the SENDCo. These are used to make informed changes to the provision and the level of support available to the pupil.

Facilities Within The Stoke Poges School

The school is compliant with the Equalities Act 2010. Entrances to the front and rear of the school are accessible by wheelchair and it is possible to gain access to the playground via a ramp through the memorial garden. Key Stage Two classrooms are located on the ground and first floors of the building and lift access is provided between the hall and the year three teaching areas on the ground floor. All doors have

sufficient width to allow wheelchair access. The school building is spread over a wide area, which means that pupils located in the Key Stage One teaching area need to travel some distance to gain access to the main hall and dining room.

The SENDCo. produces a detailed care plan for pupils with a physical or sensory impairment to ensure the pupil's safety at all times. This is written in consultation with relevant professionals and the parents. A Personal Emergency Evacuation Plan (PEEP) is also produced by the SENDCo. when required.

A disabled toilet is located near the school's administration office and a disabled parking bay is marked at the front of the school.

Staff Training Arrangements

The SENDCo. has a breadth of knowledge and experience regarding supporting pupils with SEND. She regularly shares her expertise with colleagues through individual or whole staff CPD.

Teaching and support staff have attended a range of training courses provided through the Specialist Teaching Service and The Educational Psychology Service.

Many staff have also accessed further or more specific CPD training opportunities relating to supporting pupils with SEND, facilitated by specialists or external training providers.

Arrangements for Consultation

At The Stoke Poges School we actively involve the parents/carers and pupil at every stage of the learning process. We value the opinions of pupils and their parents/carers and listen to and act upon their views when considering SEN provision. We also expect parents/carers to be fully involved and fully informed about how the school is supporting their child's special educational need or disability.

The school prides itself on its open relationship with parents/cares and they are able to telephone the SENDCo. or make an appointment to see her if required. If a parent of a pupil with SEND has cause for concern, they are advised to contact the class teacher in the first instance. If this is not possible, or the class teacher is unable to resolve the matter, the parent can request an appointment with the SENDCo.

Parents/carers have the opportunity to discuss their child's progress with the class teacher or SENDCo. at parent consultation evenings in the autumn and spring terms and a written report is produced at the end of the academic year. In addition to this,

parents of pupils identified as having a special educational need are invited to attend an Education, Health Care Plan (EHCP) or SEN Support Plan review meeting each term, along with their child. Statutory reviews of EHC plans are held annually.

A home/school liaison book may be established for pupils with language difficulties in order to provide regular communication between the parents and class teacher/LSA.

The School's Partnership

The SENDCo. and The Stoke Poges School's Governing Body involves other professional bodies, including health, social care and Buckinghamshire Council support services in order to meet the needs of pupils with SEND and their families. These include:

- the Child Protection Service and Safeguarding Team
- the Educational Psychology Service
- the School Nurse
- Social Care
- the Family Resilience Team
- the Buckinghamshire NHS School's Occupational Therapy Service
- the Buckinghamshire NHS Speech and Language Therapy Service
- the Paediatric Physiotherapy Service
- the Bucks Pupil Referral Unit (PRU)
- the Bucks Child and Adolescent Mental Health Service (CAMHS)
- Bucks Young Carers
- the Bucks Specialist Teaching Service
- 627 transition service

Transition and Transfer Arrangements Between Education Providers

Liaison is established between all feeder pre-schools and nurseries prior to a pupil's admission to the Reception Class. Records of SEND are forwarded to the school and the SENDCo. is made aware of pupils' needs. The SENDCo visits the pre-school or nursery to observe pupils with SEND and parents are invited to make an appointment with the SENDCo. prior to admission if necessary. All parents of pupils admitted to the school are invited to complete a detailed questionnaire prior to entry. This informs the SENDCo. of any difficulties, disabilities or medical needs that the child or their parents may have.

Pupils and their parents are invited to attend an induction session in the Reception Class in the summer term. Additional visits for pupils with SEND are arranged by the SENDCo. if necessary.

Records of pupils transferring to or from other school settings, including special schools, are transferred securely either electronically or manually. If a pupil has been identified as having a special educational need or disability, communication is established between the SENDCo.s of both schools and a transition programme is managed collaboratively.

The SENDCo. at The Stoke Poges School communicates with the SENDCo. of feeder secondary schools in the summer term, and with advice from relevant professionals, pupils with SEND are supported both emotionally and practically through the transition. The head of year seven and the SENDCo are invited to the final annual review of pupils on EHC Plans if the placement is known. A child with SEND often visits the secondary school on more than one occasion, accompanied by the SENDCo. or an LSA, in order to help alleviate any concerns or anxieties.

Communication of Contact Details

The school communicates the details of the support listed above to pupils with SEND and their families through a SEN Support Plans, EHC plans, an induction pack on entry to the school, at welcome evenings, the school website, newsletters, one-to-one discussions, an information leaflet for parents and termly and annual reviews.

The School's Key Contact

The Stoke Poges School's Special Educational Needs and Disability Co-ordinator (SENDCo.) is:

Mrs Charlotte Stanhope

Contact can be made via the school office on 01753 643319 or by email via office@stokepoges.bucks.sch.uk

Mrs Stanhope is employed in her role as the SENDCo on Wednesdays, Thursdays and Fridays. She is in class on Mondays and Tuesdays.

The school governor responsible for SEND is **Mrs Natasha Brady**

Complaints or Concerns

Effective communication between school and home ensures that concerns are promptly acted upon. However, if a parent/carer wishes to make a complaint about the provision their child is receiving, they are advised to raise the issue with the SENDCo. in the first instance. She will raise the concern with the Headteacher and endeavour to resolve the situation. Any issues that remain unresolved will be managed according to the school's complaints procedure *.

In exceptional circumstances, it may be necessary to engage The Bucks Disagreement Resolution Team in order to find a satisfactory outcome.

Families can seek further support from the SEND Information Advice and Support Service (SENIAS), previously known as Parent Partnership.

Information on Buckinghamshire Council's Local Offer can be found at www.bucksfamilyinfo.org/localoffer .

***The following policies are available on the school website under the heading School Policies:**

www.stokepoges.bucks.sch.uk

- SEND and Inclusion Policy
- Appendix (i) to SEND and Inclusion Policy - sensory and or physical difficulties
- Accessibility Policy
- Complaints Procedure

Carole Powell
SENDCo.

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