



Stoke Canon Church of England Primary School

Name of SENDCo: Lead SENDCo: Tracey Jones - Assistant SENDCo: Karl Hemming

Dedicated time weekly: 6.5hrs

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Name of SEN Governor: Lucy Topliss

Whole School Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- Ordinarily Available Inclusive Provision (OAIP) - An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up
- Identification of children/young people requiring SEN Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring additional SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.(SEND Register)

How we identify children/young people that need additional or different provision:

- Class teacher refers concerns to SENCO
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.



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How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Teachers, TA's, SendCo	As and when required
Parents' Evenings	Teachers, SendCo (as required)	Termly
Home-School Book	Teachers, TA's	Daily as needed
Assess, Plan, Do, Review meetings	Teachers (SenCo as required)	Termly
TAF meetings and reviews	Teachers, TA's, SenCo, Headteacher (as required) External agencies	As planned in TAF or as required (usually termly)
Annual EHCP reviews	Teachers, SendCo, TA	At least yearly

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by and in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

- Communication and Interaction –
 - Use of specialist laptop/tablet in class
 - Speech and Language programs
 - Focussed comprehension groups and guided work
 - Educational Psychology advice
 - Art Therapy sessions
 - Focussed individual reading
 - Small group support in and out of class before /after playtimes
- Cognition and Learning –
 - Focussed maths intervention groups
 - Phonics and spelling intervention groups
 - Targeted individual reading and comprehension
 - Educational Psychology advice
 - Accelerated reader
 - Differentiated guided reading groups
 - Maths 1:1 invention and small group tutoring
 - English 1:1 and small group tutoring
 - Precision teaching



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- Social, Emotional and Mental Health –
 - 1:1 Art Therapy – Cindy Greenow
 - Play based approach in Little Acorns
 - TAF process to support children and families
 - Social skills groups
 - Behavioural Support advice and training
 - Sports Clubs during holidays
- Sensory and/or Physical Needs –
 - Sensory breaks
 - Slopes/fiddle toys /wobble cushions
 - Pencil grips
 - Weighted blankets
 - Head phones
 - Quiet spaces available
 - Funfit and High Five

During the 2024 -2025 academic year, we had 17 Children/young people receiving SEN Support and 1 child/young person with an Education, Health and Care Plan or Statement of Educational Need

We monitor the quality of this provision by

- Learning walks to check for Quality First teaching
- Book scrutiny
- Pupil and parent conferencing and termly parents evenings
- Annual Reviews
- Plan and Review meetings with Educational Psychologist
- Lesson observation
- Lesson drop-ins

We measure the impact of this provision by...

- Data analysis
- Pupil progress meetings
- Intervention monitoring
- EP updates
- Book scrutiny
- Annual reviews
- Parental dialogue
- Class teacher dialogue



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Support Staff Deployment:

Support staff are deployed in a number of roles:

- Individual support in class
- Group support
- Specific intervention
- Teaching assistants

We monitor the quality and impact of this support by...

- Observations
- Performance management
- Professional dialogue
- Data analysis and invention monitoring
- Lesson observation and drop-in

Distribution of Funds for SEN:

This year (2024-25), the budget for SEN was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Safe Guarding	All Staff	Termly updates Level 3 update (HD/LH/PG/JA) Safeguarding Conference – HD/LH
First Aid including paediatric	All staff	1 and 2 Day courses
Epipen/anaphylaxis refresher Inhalers	All staff	Update and refresher annually
SEND coordinator support	Hilary Dodd / Louise Herbert	ongoing
Art Therapy	Gina Parker / Cindy Greenow	Cindy Greenow - ongoing support and training for supporting emotional and mental health of pupils
SEN network meetings	SenCo	Termly online
Various opportunities to secure quality first teaching and OAIP	All staff	Ongoing through staff meetings, monitoring and auditing of SEN provision



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Staff meetings to share good practise	All Teaching staff	Weekly
Maths support Network Meetings and maths courses –	Karl Hemming All staff	Termly and online support for small intervention maths groups and SATs revision Diagnostic assessments and targeted support
Mental Health support for staff	All staff	Emily Allen - ongoing
Reading Fluency Project (YARC)	LH / PG	As required
Behavioural Support	All Staff	Matt Jones – Behavioural Support Team
QFT and adaptive teaching for SEND pupils	All staff	TJ - Clyst St Mary Stuart Busby
Supporting children with their Mental Health	All staff	EA – Clyst St.Mary
E-Safety and safeguarding	All Staff	Jonathon Galling
Ongoing RWI training	KS1 and reception staff KH and PG	RWI training and support with CSMPS
SCARF Training	All staff	INSET online
Writing Moderation	Teaching Staff	In house
Beach Safety Risk Assessment course	LH	Devon
Stormbreaker	KH/LH	New initiative for behaviour management – sensory breaks Devon rollout for SLT
OAIP	LH / HD	Training for SLT
Maths training – Spot the Number	Gina	4 day training course
SEND updates	All staff	In house
Additional support for attendance	LH	Attendance Officer

Whole school training this year has included

- Safeguarding and e-safety
- SCARF training and updates
- Behavioural Support refresher course



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- First Aid for all staff including paediatric for Foundation staff
- Adaptive teaching, QFT and OAIP
- Supporting Children with their mental health

We monitor the impact of this training by...

- Head teacher/ SendCo monitoring
- Performance management discussions
- Verbal feedback at staff meetings and to SLT

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- Enhanced Year 6 transition arrangements for SEND children going into secondary education
- Face to face meetings with Secondary School staff and SENDCos
- Phone conversations with previous schools for transitioning children into Stoke Canon
- Extra supported visits to secondary school including Special School placement
- Federation support meetings
- Invitation of Secondary SenCo to Annual Reviews
- Liaison with external agencies
- Shared moderation support and good practise
- TAF meeting involving siblings at other schools
- Shared staff meetings and training opportunities within the federation
- Shared coordination across the federation including regular SenCo consultations and shared SIP targets
- Shared governance across the federation

This year (2024-25),

4 child/young person requiring SEN Support transitioned into the main school from Little Acorns), with 0 children/young people with Education, Health and Care Plans or Statements of Special Educational Need.

3 children/young people on our Record of Need in 2023-2024 made a successful move to their secondary school placement

We ensure that the transition from Little Acorns to KS1 is smooth by:

- 1:1 discussion with parents
- Transition documents from Little Acorns into Year 1
- School SenCo is now responsible for SEND provision in Little Acorns



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- Little Acorns children involved in school assemblies and routines by being within a foundation unit

We support the transition from Reception to Year 1 by

- Children share playtimes, lunchtimes and outdoor space
- Mixed years read/write/inc provision phonics sessions
- Some mixed planning and teaching between the classes
- Shared assemblies

The transition from year 6 to secondary school is supported through the structures listed above.

Parents are included in this process through...

- Regular discussion and involvement
- Annual review
- Iep review and parent interviews

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Improvement Plan, which includes our SEN Development/Action Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the SENCO, teacher, headteacher or Governors and with reference to the schools complaint policy

This year we received 0 complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Louise Herbert

The Designated Children in Care person in our school is Louise.

The Local Authority's Offer can be found at

www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website under Curriculum.



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Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

The Governing Body approved this SEN Information Report - To be approved