Nurture and grow together through compassion, kindness and integrity

‘But as for what was sown on good soil, this is the one who hears the word and understands it, who indeed bears fruit and yields’
Parable of the Sower: Matthew (13:23)

STOKE CANON CHURCH OF ENGLAND PRIMARY SCHOOL

SEND Information Report 2026-27

Nurture and Grow Together through Compassion, Integrity and Kindness

At Stoke Canon Church of England Primary School, we believe every child is unique, valued and capable of flourishing.

As a small village Church of England school, our Christian vision of **"Nurture and Grow Together through Compassion, Integrity and Kindness"** shapes the way we support all children, including those with Special Educational Needs and Disabilities (SEND). We aim to create an inclusive community where every child feels safe, respected, valued and able to participate fully in school life.

This report explains the support available for children and young people with SEND at Stoke Canon Church of England Primary School and should be read alongside the Three Rivers Federation SEND Policy, Accessibility Plan and Devon SEND Local Offer.

Key Contacts

Role	Contact
Headteacher	Louise Herbert
SENCO team	Tracey Jones (lead) and Karl Hemming
Inclusion Governor	Stuart Busby

School Telephone	01392 841279
School Email	admin@stokecanon.devon.sch.uk
Website	https://www.stokecanon.net/

Understanding SEND at Stoke Canon

What is SEND?

A child may have SEND if they have a learning difficulty or disability which means they require support that is additional to, or different from, that ordinarily available to children of the same age.

What kinds of SEND do you support?

We support children across all four broad areas of SEND identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Many children have strengths and needs across more than one area. We focus on understanding the individual child rather than applying labels and aim to provide support that matches their strengths, needs and aspirations.

How do you identify if a child may need SEND support?

Needs may be identified through:

- Ongoing classroom assessment

- Teacher observations
- Progress monitoring
- Playground and peer interactions
- Discussions with children and families
- Information from previous settings
- Attendance and wellbeing information
- Advice from professionals where appropriate

Not all children experiencing difficulties have SEND. We first consider whether adaptations to teaching, support or the learning environment may help.

What should I do if I am concerned?

Your child's class teacher should always be your first point of contact. They know your child best in the school environment and can discuss any concerns you may have. Where appropriate, the SENCO or another school leader may also become involved.

How We Support Children with SEND

How do teachers support children with SEND?

Our starting point is always high-quality teaching.

At Stoke Canon we follow Devon's **Ordinarily Available Inclusive Provision (OAIP)** approach. This means we focus on inclusive classroom practice, adaptive teaching and reasonable adjustments that help children access learning and participate fully in school life.

Examples may include:

- Visual supports and timetables
- Clear routines and expectations
- Explicit instructions and chunked tasks
- Pre-teaching vocabulary
- Flexible grouping
- Scaffolded learning resources
- Alternative methods of recording
- Use of technology
- Sensory and regulation strategies
- Additional processing time
- Access to movement/ sensory breaks

Most children with SEND are supported primarily through these classroom

approaches. **Is there additional support available?**

Some children require support that is additional to, or different from, what is ordinarily available in the classroom.

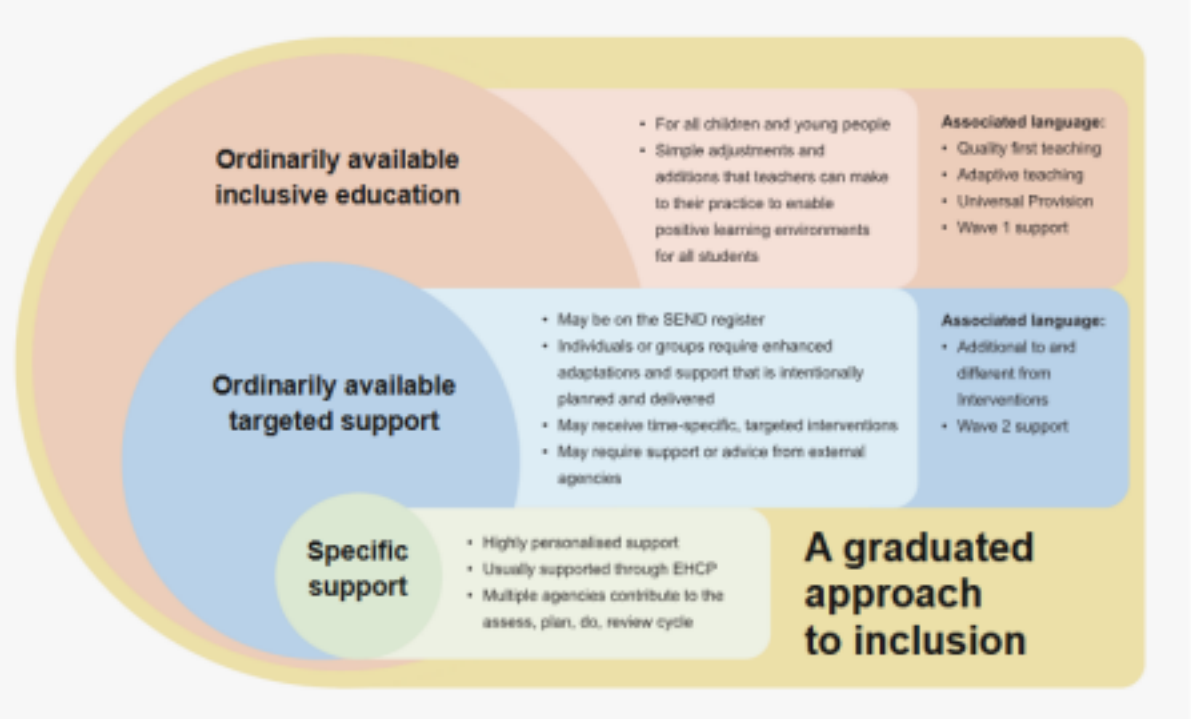
This may include:

- Small-group support
- Individual programmes
- Evidence-informed interventions
- Support from trained teaching assistants
- Additional resources
- Specialist equipment
- Advice from specialist professionals

Support is based on identified need rather than diagnosis and is reviewed regularly to ensure it remains appropriate. We aim to develop children's independence, confidence and resilience wherever possible.

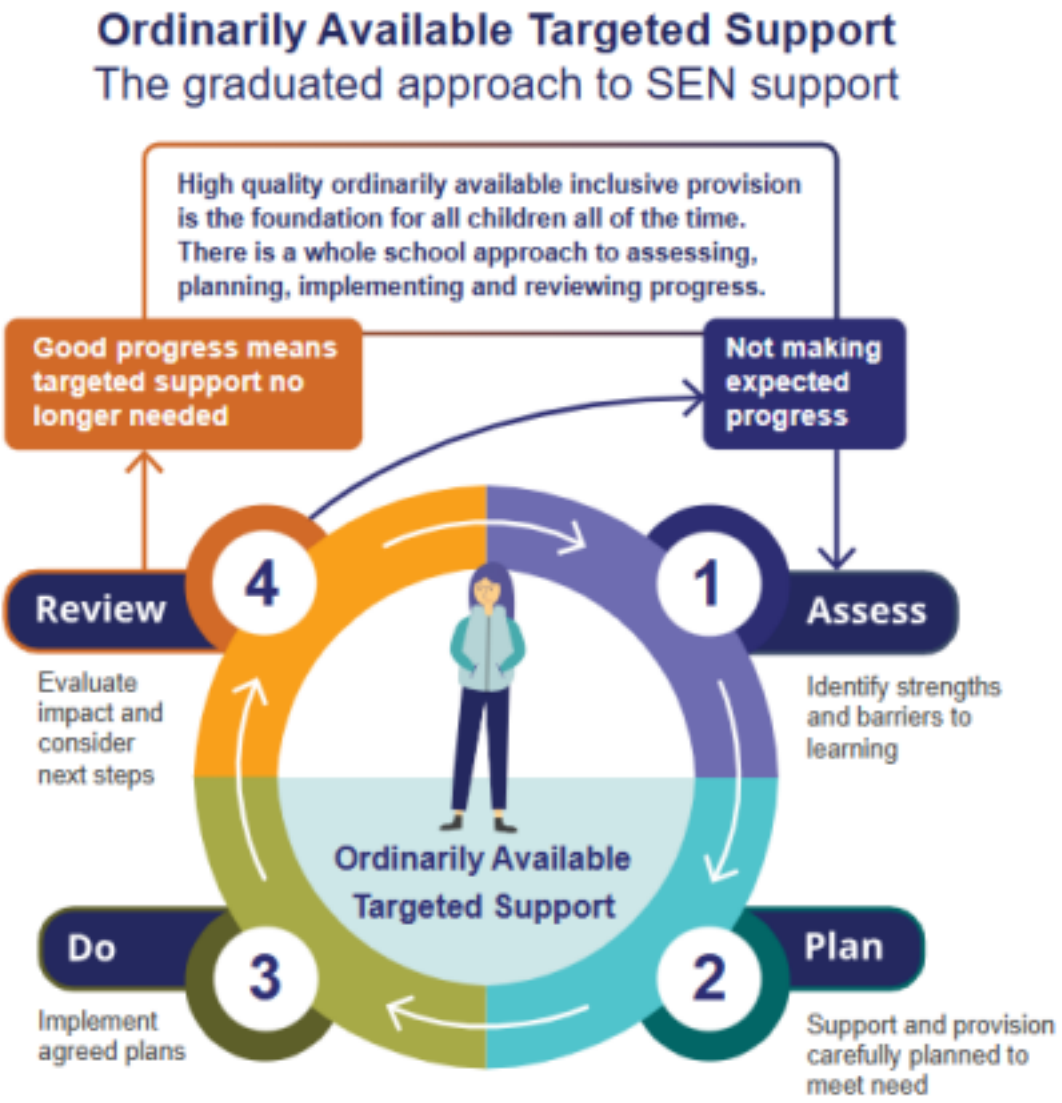
How do you decide what support a child receives?

We follow Devon's graduated approach:



Assess → Plan → Do → Review (APDR)

This helps us understand a child's strengths and needs, put support in place, review the impact and agree next steps. Parents and carers are involved throughout the process. (For more details see our SEND Policy)



Staff Knowledge, Training and Expertise

Supporting children with SEND is a whole-school responsibility. All staff receive ongoing professional development to help them meet the needs of the children in their care and to strengthen inclusive practice across the school. Training is informed by the needs of pupils, school priorities and current local and national guidance.

Training and professional development may include: SEND identification; Ordinarily Available Inclusive Provision (OAIP); adaptive teaching; the graduated approach; communication and interaction need; cognition and learning needs; social, emotional and mental health (SEMH); sensory and physical needs; safeguarding; and inclusive practice.

The SENCO and Senior Leadership Team provide guidance and support to staff and ensure they have access to high-quality in-house and external professional development. This may include staff meetings, coaching, professional networks, external courses and advice from education, health and care professionals where appropriate.

Working Together with Families

How will I know how my child is doing?

We regularly review children's progress, participation and wellbeing.

Parents and carers are kept informed through:

- Parents' evenings
- SEND review meetings
- Team Around the Family (TAF) meetings where appropriate
- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs)
- Emails, telephone calls and informal conversations

We promote open and positive communication between school and families. Catching your child's class teacher at the end of the school day or on drop off is usually a good first conversation. However, you can also email the class teacher (admin@stokecanon.devon.sch.uk) if this is preferred.

How are children involved?

We seek children's views in age-appropriate ways and encourage them to contribute to discussions about their learning, support and aspirations. This may include:

- Conversations through learning activities and play
- Drawings and visuals
- Target-setting discussions
- Review meetings
- Questionnaires
- Learning conferencing

How can I support my child's learning?

The class teacher and, where appropriate, the SENCO will discuss ways that home and school can work together to support your child. We value parents and carers as essential partners in their child's education.

Inclusion, Wellbeing and School Life

How do you support emotional wellbeing?

Our Christian values of compassion, integrity and kindness underpin all aspects of school life. We seek to develop children's wellbeing, confidence, resilience and sense of belonging.

Support may include:

- Trusted adults
- Emotional literacy support
- Social skills development
- Sensory and regulation support
- Developing a positive mental health understanding
- Early Help involvement where appropriate

We use a relational approach and seek to understand underlying needs and barriers.

Can children with SEND take part in trips, clubs and activities?

Yes. We are committed to ensuring children with SEND can participate in all aspects of school life wherever reasonably possible. Reasonable adjustments and additional arrangements are considered where needed.

We aim for children with SEND to access trips, clubs, sports, performances and enrichment opportunities alongside their peers.

How accessible is the school?

Stoke Canon has accessible toilet facilities and works with families and professionals to make reasonable adjustments where required. Further details can be found within the Accessibility Plan *(See 'Accessibility plan 2025-2028' on the school's website).*

Early Years SEND and Transition

How do you support children in Little Acorns and the Early Years?

We recognise the importance of early identification and support.

Children in Little Acorns Nursery, including eligible two-year-olds, and Reception are supported through:

- The Early Years Foundation Stage (EYFS)
- Devon OAIP
- Devon's Early Years Targeted Support Framework
- The SEND Code of Practice

Support focuses on communication, relationships, participation, independence and learning through play. Staff work closely with families and, where appropriate, external professionals to ensure that needs are understood and supported early on.

How do you support transitions?

We work closely with families and other settings when children:

- Start Nursery
- Start Reception
- Move classes
- Transfer schools - both into and out of Stoke Canon
- Move to secondary school

Additional visits and enhanced transition arrangements can be planned where needed.

What Support is Available Beyond School?

What specialist advice and support might be available?

Most children with SEND have their needs successfully met through high-quality teaching, Devon's Ordinarily Available Inclusive Provision (OAIP), reasonable adjustments and the graduated approach used within school. Support is not dependent on a diagnosis and many children do not require specialist involvement. Children with a diagnosis may have their needs well met within the OAIP adjustments and may not need to be/remain on the school SEN register.

Where a child's needs are more complex, or further advice would help us better understand or support a child's needs, we may discuss seeking advice from external professionals with parents and carers. Depending on a child's needs, this could include advice from professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Public Health Nursing, CAMHS or Early Help services.

The availability of these services is determined by the relevant service and may depend on referral criteria, demand and professional priorities. Whilst advice is being sought, staff will continue to work with families to review support and make appropriate adjustments through our graduated approach.

What if my child has an Education, Health and Care Plan (EHCP)?

Children with EHCPs are fully included members of our school

community. We will:

- Use our best endeavours to secure the provision identified within the EHCP ● Hold Annual Reviews
- Work with families and professionals
- Review provision regularly

Where appropriate, families and school may discuss requesting an Education, Health and Care Needs Assessment from Devon County Council.

Further Information and Support

How does Stoke Canon contribute to Devon's Local Offer?

We contribute to Devon's Local Offer by:

- Providing inclusive mainstream education
- Implementing Devon's OAIP Framework
- Using the graduated approach
- Working alongside families and professionals
- Making reasonable adjustments for pupils with disabilities

Independent Information and Advice

Devon SEND Local Offer

Devon SEND Local Offer [devon.gov.uk]

Devon Information, Advice and Support Service (DIAS)

Devon Information, Advice and Support [devonias.org.uk]

Devon Ordinarily Available Inclusive Provision (OAIP)

Devon Ordinarily Available Inclusive Provision [devon.gov.uk]

Devon Early Years SEND and Inclusion

Devon Early Years SEND and Inclusion [devon.gov.uk]

IPSEA – Independent Provider of Special Education Advice

IPSEA [ipsea.org.uk]

What should I do if I am unhappy about something?

If you have concerns about your child's SEND provision, please speak to:

1. Your child's Class Teacher
2. The SENCO
3. The Headteacher

If concerns remain unresolved, please refer to the Federation Complaints Policy available on the school website.

APPENDIX A

Annual SEND Snapshot

SEND Profile	2026-27
Number on roll	84
Percentage receiving SEND Support	18%
Percentage of pupils with EHCPs	4%
Main areas of need represented	Speech, Language and Communication

APPENDIX B

Statutory Compliance Checklist

This appendix is intended to support annual governance review, audit and quality assurance processes. The checklist shows where the requirements of Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice (2015), Department for Education publishing requirements and Devon County Council SEND Information

Report guidance are addressed within this report.

Statutory SEND Information Report Requirements

Requirement	Location within this Report
The kinds of SEND for which provision is made	Understanding SEND at Stoke Canon
Policies for identifying and assessing pupils with SEND	Understanding SEND at Stoke Canon
SENCO contact details	Key Contacts
The school's approach to teaching pupils with SEND	How We Support Children with SEND
How adaptations are made to the curriculum and learning environment	How We Support Children with SEND; Inclusion, Wellbeing and School Life
Additional support available	How We Support Children with SEND
How decisions are made about support	How We Support Children with SEND
Assessing and reviewing progress	Working Together with Families
Evaluating effectiveness of provision	How We Support Children with SEND; Working Together with Families
Enabling pupils with SEND to engage in activities with peers	Inclusion, Wellbeing and School Life

Support for emotional and social development	Inclusion, Wellbeing and School Life
Consulting parents and involving them in their child's education	Working Together with Families
Consulting pupils and involving them in decision making	Working Together with Families
Expertise and training of staff	How We Support Children with SEND; What Support is Available Beyond School?
How specialist expertise is secured	What Support is Available Beyond School?
Equipment and facilities available	Inclusion, Wellbeing and School Life
Supporting pupils moving between phases of education	Early Years SEND and Transition
Involvement of health, social care and other agencies	What Support is Available Beyond School?
Arrangements relating to EHCPs	What Support is Available Beyond School?
Complaints arrangements	Concerns and Complaints
Contact details for support services	Further Information and Support

School contribution to the Local Offer	Further Information and Support

Where the Local Authority Local Offer is published	Further Information and Support

Additional Devon Guidance Areas

Devon Recommended Area	Location within this Report
Ordinarily Available Inclusive Provision (OAIP)	How We Support Children with SEND
Graduated Approach / APDR	How We Support Children with SEND
Early Years SEND Arrangements	Early Years SEND and Transition
Emotional Wellbeing and Belonging	Inclusion, Wellbeing and School Life
Working in Partnership with Families	Working Together with Families
Accessibility and Disability Arrangements	Inclusion, Wellbeing and School Life
Independent SEND Advice Services	Further Information and Support
Devon SEND Local Offer	Further Information and Support