Provision for SEN Pupils

**What kind of provision is made for pupils with special educational needs?**

We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

There are a number of reasons why a child may be identified as having SEND:  
  
They are having significant difficulty with their learning and making far less progress than would be expected.

* They have a specific learning difficulty, for example dyslexia.
* They have emotional or mental health difficulties.
* They have difficulties with social communication and interaction.
* They have sensory and/or physical needs, for example visual impairment.

Stoke Gabriel Primary School will make its best endeavours to ensure that the necessary provision is made to meet the SEND needs of individual children.  
  
We do this by:  
  
Monitoring the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop.

* Listening to the pupil – via ‘pupil voice’ sessions and pupil conferencing.
* Listening to parent/carers; through formal arrangements and our ‘open-door’ policy.
* Distinguishing between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs.
* Identifying barriers to learning using our knowledge and understanding of the four primary areas of need. The areas of need are:
* Communication and interaction
* Cognition and learning
* Social, emotional and mental health difficulties
* Sensory and/or physical needs

In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child’s difficulties.

Policies for Identification and Assessment of Pupils

**What are the school's policies for the identification and assessment of pupils with special educational needs? How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

Stoke Gabriel Primary School identify and assess pupils with SEND by:  
Monitoring the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop.  
Listening to the pupil – via ‘pupil voice’ sessions and pupil conferencing.  
Listening to parent/carers; through formal arrangements and our ‘open-door’ policy.  
Distinguishing between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs.  
Identifying barriers to learning using our knowledge and understanding of the four primary areas of need. The areas of need are:  
Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and/or physical needs  
In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child’s difficulties.  
  
  
In addition, we:  
  
Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches  
Provide teaching and support staff with comprehensive guidance in relation to identification processes.  
Have clear processes for staff and parents / carers to raise concerns regarding pupil progress and learning.  
Use a range of appropriate screening and assessment tools to identify needs  
Gather evidence of pupil needs through regular assessment.  
When appropriate, seek advice from our own Inclusion Hub, advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEND support services etc. in order to gain a better understanding of a pupil’s needs  
Designate a qualified teacher to be responsible for co-ordinating SEND provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place.  
If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Lija Lewsey (SENDCO) to discuss your concerns.  
Inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision.  
Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback.  
Identify the nature of each pupil’s SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach.  
Regularly review the SEND register and other processes used for identifying and making needs known.

Assessment and Review of Progress of Pupils

**What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?  How will both you and I know how my child is doing and how will you help me to support my child's learning?**

**Stoke Gabriel Primary School will:**

Ensure that we have procedures in place for consulting and working in partnership with parents and pupils

* Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
* Establish and review ‘additional to’ or ‘different from’ provision in response to current need
* Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
* Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
* Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
* Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
* Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
* Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
* Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. My Plan)
* Gather pupil feedback as part of the process to review quality of interventions and provision
* Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)
* Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
* Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils

Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

School's Approach to Teaching Pupils

**What is the school’s approach to teaching pupils with special educational needs? How will the school staff support my child? How will the curriculum be matched to my child’s/young person’s needs?**

Stoke Gabriel Primary School is required to meet the SEND of the children that we support. We do this by:

Ensuring all pupils access high quality teaching, which takes account of pupil’s differing needs.

* Ensuring a bespoke, tailored and personalised approach for individuals with complex needs.
* Using our best endeavours to secure the special educational provision required for the pupil needs
* Making appropriate use of the resources in our delegated budgets to support children and young people with additional needs
* Identifying early a pupil’s lack of adequate progress and review individual needs. We recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum.
* Differentiating lessons to match the pupil’s level of learning.
* Having a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
* Using our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
* Referring to the Devon SEND Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
* Where and when needed, seeking further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

Adaptation of Curriculum and Learning Environment

**How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

Stoke Gabriel Primary School is required to meet the SEND of the children that we support. We do this by:

Ensuring all pupils access high quality teaching, which takes account of pupil’s differing needs.

Ensuring a bespoke, tailored and personalised approach for individuals with complex needs.

Using our best endeavours to secure the special educational provision required for the pupil needs

Making appropriate use of the resources in our delegated budgets to support children and young people with additional needs

Identifying early a pupil’s lack of adequate progress and review individual needs. We recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum.

Differentiating lessons to match the pupil’s level of learning.

Having a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach

Using our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based

Referring to the Devon SEND Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.

Where and when needed, seeking further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

Policies for Making Provision for Pupils

**What are the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including -a) how the school evaluates the effectiveness of its provision for such pupils?**

Stoke Gabriel Primary School:

Has a clear system in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems.

* Evaluates the quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations.
* Regularly reviews and evaluates the impact of SEND provision on the progress, attainment and well-being of SEND pupils.
* Reviews attendance and exclusion data for SEND pupils.
* Tracks the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
* Monitors the impact and success of specific interventions through comparison of pre and post intervention data.
* Uses the feedback from the Devon SEND audit for Primary and Secondary schools to inform their evaluation of provision.
* Has a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness.
* If a learner is identified as having SEND, we will provide support that is ‘additional to’ or ‘different from’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’ intended to overcome the barrier to their learning. This support is set out in our whole class Provision Maps.
* This additional support, ‘intervention’ will be tailored to meet the child’s needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These ‘interventions’ may be run by a teacher or a teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.
* Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent’s consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Additional Support for Learning Available to Pupils

**What additional support for learning is available to pupils with special educational needs? How is the decision made about the type and how much support my child will receive?**

Stoke Gabriel Primary School is required to meet the SEND of the children that we support. We do this by:

Ensuring all pupils access high quality teaching which takes account of pupil’s differing needs

Ensuring a bespoke, tailored and personalised approach for individuals with complex needs

Using our best endeavours to secure the special educational provision called for by the child’s or young person’s needs

Making appropriate use of the resources in our delegated budgets to support children and young people with additional needs

Identifying early a child or young person’s lack of adequate progress and review their needs. We recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum.

Differentiating lessons to match the pupil’s level of learning

Having a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach

Using our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based

Referring to the Devon SEND Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.

Where and when needed, seeking further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need.

How Does School Enable Pupils to Engage in All School Activities?

**How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs? How will my child be included in activities outside the school classroom including school trips?**

Stoke Gabriel Primary School will:

Carry out our duties under the Equality Act 2010

Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact

Promote the health and wellbeing of each child by supporting them to access extra-curricular activities

Monitor SEND pupils engagement with extra-curricular activities

Review Equality Information and Objectives (accessibility plans) regularly

Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

We believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Support Available for Improving Emotional, Mental and Social Development

**What support that is available for improving the emotional, mental and social development of pupils with special educational needs? What support will there be for my child’s overall well-being?**

Stoke Gabriel Primary School will:

Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities including programmes put on by The Link Academy Trust’s Inclusion Hub.

Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils

Review attendance and exclusion data for SEND pupils

Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse

Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs

Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs

Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties

Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties

Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils

Regularly review our SEND, anti-bullying and behaviour policies

Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice

Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children

Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development

Specialist Services and Expertise

**What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?**

Stoke Gabriel Primary School will:

Regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusion and high quality teaching

Use our best endeavours to secure the special educational provision called for by the child’s needs.

Provide staff with information about effective strategies to use within their class

Adhere to the principle that ‘All teachers are teachers of children with special educational needs’; to ensure that all teachers and staff are equipped to deal with a diverse range of needs

Acknowledge the key role of the Special Educational Needs and Disabilities Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff

Ensure that the SENDCO has sufficient designated time to fulfil their role adequately

Wherever possible, ensure that the SENDCO is on the SLT, where this is not possible schools should ensure that the SENDCO has appropriate access to the SLT (i.e. through a SEND Champion on SLT) in order to input on whole school strategy with regard to SEND Provision

Ensure our SENDCO, if new to the role in a mainstream school, completes the National Qualification for SEND Coordination, within the designated timeframe, and is provided with adequate support to do so

Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials

Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations

Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff.

School Accessibility

**How accessible is the school both indoors and outdoors?**

Stoke Gabriel Primary School will:

Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs

Use our best endeavours to make sure that a child with SEND gets the support they need

Carry out our duty to make reasonable adjustments under the Equality Act 2010

Pay regard to the criteria and understand the processes for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.

Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities

Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff

Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Remain up-to-date with all statutory moving and handling training, where required.

Parents Involvement in School

**How are parents involved in the school? How can I get involved? Who can I contact for further information?**

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.

Stoke Gabriel Primary School must provide an annual report for parents on their child’s progress. We will:

Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability

Ensure decisions are informed by the insights of parents and those of children and young people themselves

Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision

Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.

Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes

Be aware that a child’s parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND.

Carry out annual reviews through an appropriate person centred planning process

Identify aspirational key outcomes and secure appropriate provision to achieve outcomes

Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)

Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils.

Use the Devon Assessment Framework process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision

Encourage the active participation of the child and their parent / carer

Arrangements for Consulting and Involving Pupils in their Education

**What are arrangements for consulting young people with special educational needs about, and involving them in, their education?**

It is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.

Stoke Gabriel Community Primary School must provide an annual report for parents on their child’s progress. We will:

Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability

Ensure decisions are informed by the insights of parents and those of children and young people themselves

Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback

Ensure pupils are aware of the planned support and interventions

Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes

Be aware that a child’s parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND.

Carry out annual reviews through an appropriate person centred planning process

Identify aspirational key outcomes and secure appropriate provision to achieve outcomes

Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)

Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils.

Use the Devon Education, Health Care Plan process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision

Encourage the active participation of the pupil.

Arrangements Made by Governing Body in Relation to Complaints

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you wish to discuss something about your child, please contact the class teacher who will be happy to discuss any concerns. Alternatively, you can contact our SENDCO/Head Teacher.

Our formal complaints policy can be found online, or you can obtain a copy by asking our office staff.

Involvement of Other Bodies, Services & Organisations

**How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

Stoke Gabriel Primary School will:

When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil’s needs

Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff

Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

School's Arrangements for Support with Transfer Between Phases of Education

**What are school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education?**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Stoke Gabriel Primary School will:

Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches

Make arrangements for providing children with SEND or disabilities, and their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability

Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process

Begin transition planning as early as required

Establish clear links with the receiving or feeder school or setting.

Monitor the on-going transition process, building on previous assessments and reviews

Carry out annual reviews through an appropriate person-centred planning processes

Identify aspirational key outcomes and secure appropriate provision to achieve outcomes

Ensure that planning and provision takes into account the pupil’s next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly