

# Special educational needs (SEN) information report

Stockbridge Village Primary School



Approved by:  
Kate McCabe/Natalie Menagh

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://stockbridgevillageprimary.co.uk/key-information/inclusion/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

Kate McCabe

I have worked at Stockbridge Village Primary in a number of roles. As acting Assistant Headteacher and acting Inclusion Manager (SENCo), I lead our approach to Inclusion across the school. I have completed the NaSENCO qualification and I am a qualified SENCO (2010). I am also English Lead Practitioner and a Local Authority Moderator.

Jo Philips

As Attendance Officer and Early Help Coordinator, I oversee and implement all attendance procedures and actions within school and help support our families in achieving positive outcomes. Within my role as Early Help Coordinator, I support and empower our families in overcoming barriers they may be encountering in their lives whilst liaising with outside providers to provide additional support and practical advice.

## Joel Fraser

I am the Designated Teacher, appointed in accordance with the Children and Young Persons Act 2008, to promote the education achievement of all looked after and previously looked after children on roll. I undertake regular training via Knowsley Virtual School and submit regular reports to the school leadership. I take lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve and have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school. I act as a central point of initial contact within the school and facilitate the process of how the school engages with others (e.g. social workers, virtual school heads) regarding LAC and previously LAC.

## Wendy Muat

My role at Stockbridge Village is Learning Mentor and Safeguarding Officer. Within my role, I work closely with the school SENCO to ensure children are receiving the correct provision to meet their needs. I also work closely with parents and offer support and training to ensure children can also use their strategies at home.

## **Our special educational needs co-ordinator, or SENCO**

Our Acting SENCO is Kate McCabe. She has 7 years experience in this role and has worked also worked as in Inclusion Lead in another Knowsley Primary School. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination in 2010. She is allocated 3 days a week to manage SEN provision.

### **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

### **Teaching assistants (TAs)**

We have a team of 12 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### **External agencies and experts**

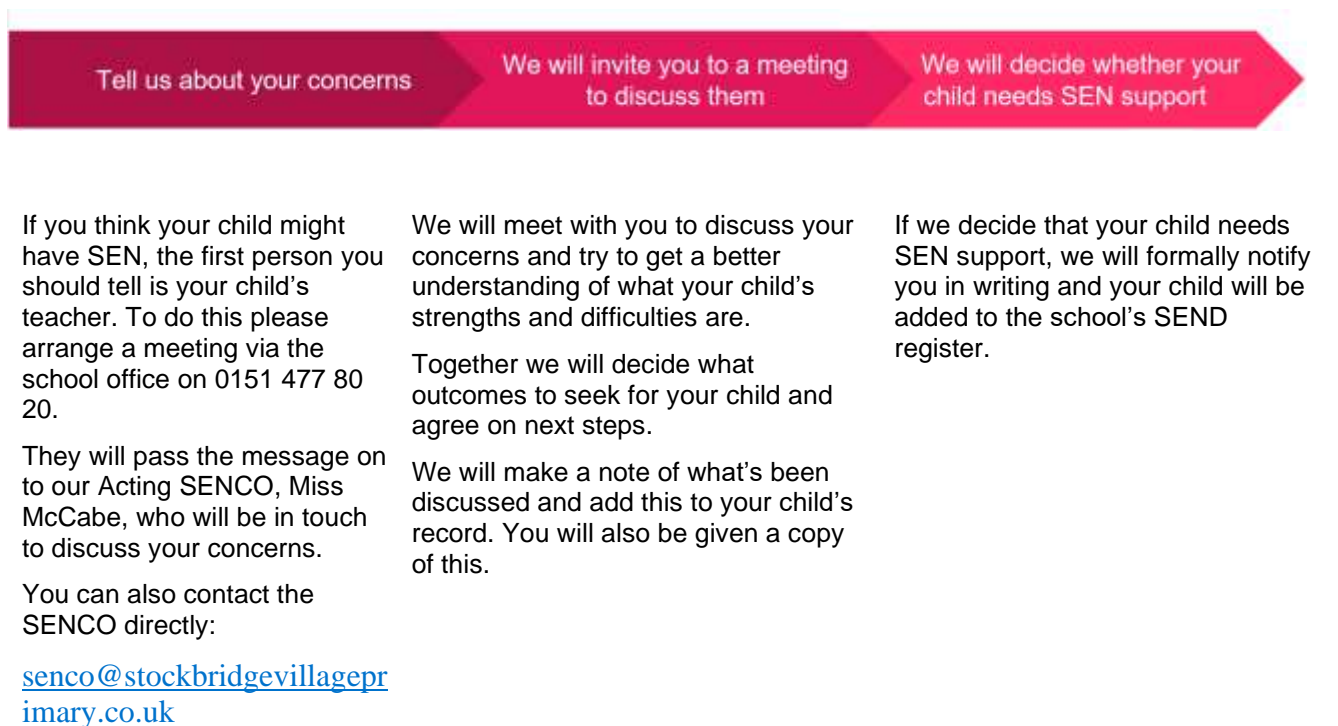
At SVP we recognise the need for external expertise and support if we are to provide a high level of education and care for our pupils. The inclusion leader makes referrals with advice from all teachers and inclusion support teachers working with particular pupils with the consent of parents/carers. External intervention and referrals are discussed at pupil progress meetings.

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Inclusion support team
- MASH- multi-agency safeguarding hub
- Educational psychologists
- Occupational/physical therapy team

- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations
- › EAL support (English as an additional language)
- › Central primary outreach team
- › Continence team

### 3. What should I do if I think my child has SEN?



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

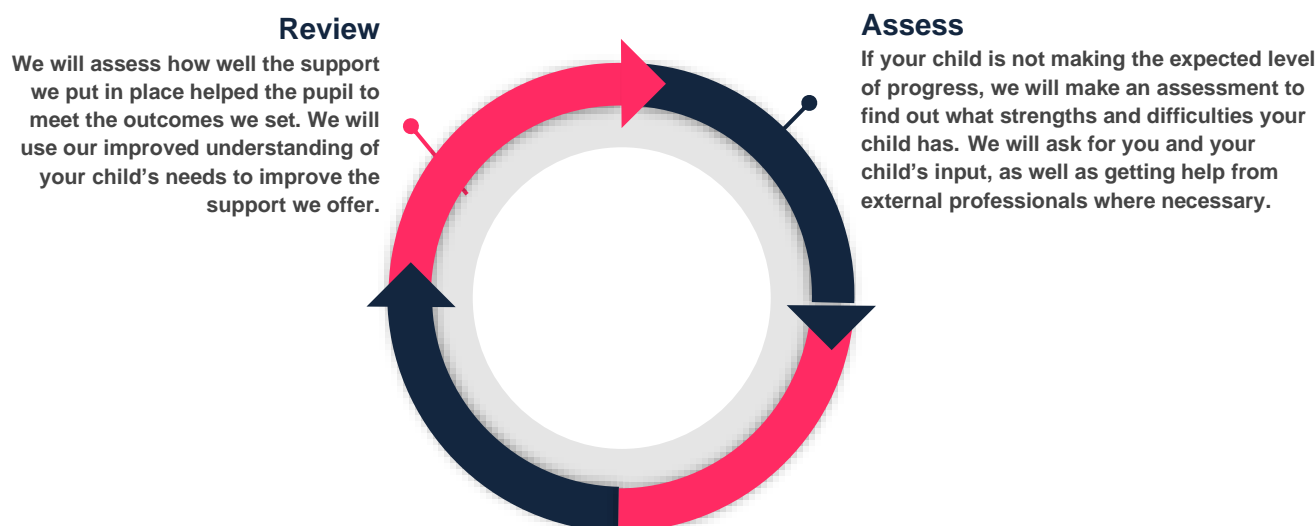
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

Pupils are identified as having SEND, and their needs assessed through:

- › Rigorous tracking and monitoring of progress including PIVAT assessments for children working below expected standards for their age.
- › Baseline testing and progress data
- › Information from previous settings
- › Teachers identifying child causing concern and complete initial concern forms.
- › Observations, discussions and planning of small step targets or intervention are put into place and monitored.
- › Initial discussion take place with parent/ carer regarding their child's need and how best to support them.
- › Pupil passport created and small step targets identified.
- › Termly reviews of these targets and the support in place will be held with parents/carers and the pupil
- › Attendance will be monitored and supportive meetings will be held.
- › If you have any concerns or you think your child may have an additional needs or a special need that has not been identified by the school then you can contact the class teacher in the first instance or discuss your concerns with the Inclusion team.

## 5. How will the school measure my child's progress?

At SVP we adopt a graduated approach to meeting children's needs, in line with the Code of Practice (2015). This means we use a cycle of Assess, Plan, Do and Review, adapting support and interventions as the progress of individuals is assessed.



**Do**

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



**Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

At SVP we recognise the importance of early intervention and the need for parents/carers to be informed and involved at all times ensuring pupils are to be consulted about the support they are receiving and to understand the next step targets:

These arrangements include:

- › Graduated approach: Assess, Plan, Do, Review
- › Data tracking for all pupil progress.
- › Support plan and EHCP annual and interim reviews.
- › Observations and follow up including referrals.
- › Parent/Carers meetings.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

Parents/Carer are regularly invited into school achievement assemblies, celebrations, crew assemblies, end of term productions and project celebrations. There is also a comprehensive range of activities to become involved with. For example: stay and play, phonics support sessions and sensory circuit coffee mornings.

You will also be invited to:

- › Termly review meetings
- › Annual or interim reviews of EHCP's
- › Telephone conversations
- › Parent/Carer Views
- › Parents/Carers Evenings
- › Informal open door approach
- › Pupil Voice
- › Attendance support meetings
- › Termly reviews
- › Whole school council
- › Pupil interviews
- › One page profiles/ Pupil passports/Emotional support plans
- › Sharing targets and next steps
- › Regular opportunities to meet with the SENCO/Learning mentors

If you have concerns that arise between these meetings, please contact your child's class teacher.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey



## 8. How will the school adapt its teaching for my child?

Children will have access to their relevant curriculum through planned lessons, set by the class teacher. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child

Children will have access to all provisions as listed in SEND Provision section of the SEN information report: These include:

- Activities linked to the outcomes of their Educational Health Care Plans
- Visual supports such as visual timetables, working memory boards, now and next cards or task cards.
- Coloured overlays, ear defenders, and sensory boxes or resources
- Technology where appropriate, such as laptops and iPads
- Access to 'Zones of Regulation' activities and resources to support emotional wellbeing.
- Access to social and emotional stories.
- Online apps, such as Nessy, Reading Plus, Hairy Phonics, Spelling Frame, Times table Rockstars and Numbots
- In class provisions, such as precision teaching, Numicon, pre-teaching of PIVATS skills and SALT/OT or sensory activities based on individual need.
- Children will have access to Emotional Support Plans should they need one.
- Pupil passports with identified SMART targets.
- Teaching assistants will support pupils on a 1-to-1 basis when required.
- Teaching assistants will support pupils in small groups when required.
- Pre-teaching of learning to enable children to develop key skills to enable them to access age expected work.
- Differentiated resources and teaching style: Quality First Teaching
- Access arrangements for test and/or examinations
- Intervention programmes to be carried out outside of curriculum time including early bird club and assembly time.

These interventions are part of our contribution to Knowsley's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

The school's Special Educational Needs and Disability (SEND) budget is allocated to meet the needs of the children on the SEND list.

The SEND budget is allocated to ensure that all children's individual needs are met in relation to specific interventions and programmes as appropriate. For example, support from our specialist support teacher.

Many pupils receive an allocation of monies known as Pupil Premium. Pupil Premium is available for those pupils whose families are in receipt of certain benefits, looked after children and those whose parents are in the armed forces. Intervention programmes to support these pupils may be funded by pupil premium funding. A full report on the spending will be presented to governors on an annual basis and reported to parents via the school website.

The progressing attainment of all children is tracked and resources are allocated according to need. The SEND budget is used to ensure that school staff are qualified and trained to support your child and purchase specialist resources or help if needed. A 'Service Level Agreement' with the Local Authority is in place to enable access from specialist services to support children where appropriate.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to PGL/Outward Bound.

All pupils are encouraged to take part in sports day/school plays/special workshops/ assemblies.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

We welcome all pupils of primary age to our setting. If pupils have an EHCP, their placement within school is organised through the local SEND placement team and parents/carers will be able to engage with their SEND case worker.

## **13. How does the school support pupils with disabilities?**

SVP has wheelchair access at a number of points throughout the school including the main entrance, nursery, reception, KS1 classes and the school hall. There are also disabled toilets throughout the building and a lift to access the first floor of the building. There is disabled parking at the school car park and also at the front of the building.

We commission a number of inclusion services, which include EAL support. Any child entering school will be assessed and any recommendations for support will be put in place e.g. support from specialist EAL teacher. For meetings with parents /carers to discuss their child's needs an interpreter can be arranged to attend. Parents will also be told of any courses and support available to them.

The School's Access Plan is reviewed annually to ensure it can meet the short, medium and long-term needs of the pupils. The Governing body is committed to the provision of appropriate training of staff and will explore modifications to the building based on need.

Where possible, provision will be made for all pupils to access all areas of the curriculum, including extra- curriculum activities and residential visits. You would always be contacted before a planned activity/ trip, which would be away from the school site. Before all off site activities/trips, a risk assessment is undertaken. If your child has specific needs then a specially trained member of staff could accompany your child to administer specific care, medication etc. If appropriate you may be invited to accompany your child if that is your preference.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN through the use of our highly trained learning mentors.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

At SVP, we invite parents/carers to look around school and meet our staff. We have a comprehensive transition plan in place to support all pupils when moving to new classes and year groups.

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- › We will contact any early years setting, other schools and any specialist services that your child has accessed. There will be a 'Team around the child' (TAC) transition meeting to ensure that we are working partnerships to achieve the best outcomes for your child and to gather information about their needs.
- › Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases (for primary schools)**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Practising with a secondary school timetable
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

### **Between phases (for secondary schools)**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

All relevant paperwork, reports, targets etc will be handed over to the new school when moving to a new class or a new setting, if appropriate a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mr Joel Fraser will work with Miss Kate McCabe, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education

plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

<https://stockbridgevillageprimary.co.uk/wp-content/uploads/2022/09/Complaints-Policy-and-Procedure-November-2021.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's (Knowsley Council) local offer. Knowsley Council publishes information about the local offer on their website:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

