



Stockland C of E Primary Academy

Special Educational Needs & Disabilities (SEND) Information Report

2021-2022

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Further Information

Head of School:	Mr C. Hellowell
SEN Governor:	Mr. D. Webb
SENCO:	Mrs C. Gilmour-White
	01404 881456
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SEND Policy (2021-22)

How do we ensure teaching and supporting pupils with SEND is a whole school responsibility?

Devon's Local SEND Offer (2021-22)

How can Devon County Council help you and your child?

Other Useful Services

- [Talking Point](#) *the first stop for information on children's communication*
- [Pinpoint](#) *services and community groups across Devon*

Provision

Stockland Academy provides support for children with special educational needs and disabilities (SEND) according to the guidance of the Special Educational Needs Code of Practice which was produced in 2014. This states that a child has a learning difficulty if they:

'Have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

It also states that

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.'

This means that SEND provision is educational provision that is additional to or different from that made generally for others of the same age. This type of provision goes beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching. At Stockland Primary Academy we use our best endeavours to deliver the right provision to meet a child's special educational needs.

How will the school support my child?	<ul style="list-style-type: none"> • Quality First Teaching – this is the teaching that your child will receive every day. This will be differentiated to meet the needs of all children. • High Expectations – all staff have high expectations of all pupils regardless of any special educational need or disability. • SEND Support – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At Stockland Primary Academy we currently provide the following: opportunities for small group work, 1:1 learning support, social and emotional support, specialist equipment for physical difficulties and specialist ICT equipment. Support is delivered by a variety of people including class teachers, teaching assistants, support staff and other professionals including Babcock LDP advisory teachers. Please note, visits by external agencies require parental consent. • If your child has highly complex needs an Educational Health Care plan (ECHP) assessment will be considered.
Who will oversee and plan my child's support?	<p>The class teacher agrees in consultation with you, your child and the Special Educational Needs Co-ordinator (SENCo) and possibly advisory teachers or specialists, targets to be set and the interventions or support to be put in place. The intervention/support may not be delivered by the class teacher and may take place away from the classroom, but the delivery and impact of the intervention will be monitored by the class teacher and the SENCo.</p> <p>Details of the interventions or support provided, and their impact are recorded by the class teacher on your child's Pupil Passport and Learning Plan (PPLP), copies of which are given to you, teaching assistants who work with your child, the SENCo and any other specialists involved.</p>
How are the school's resources allocated and matched to children's special educational needs or disabilities?	<p>All schools receive an allocated amount per pupil to provide for their education. In addition, a notional SEN budget is devolved to each school which helps them meet the needs of pupils with SEN or disabilities. If a child has particularly complex needs, the school may also be allocated further funding from the Local Authority.</p> <p>At Stockland Primary Academy, resources are allocated termly according to the needs identified on a child's PPLP and the impact those resources are having on successfully achieving the targets set on individual plans. The allocation and effectiveness of resources is monitored by the SENCo and Head of School. Resources currently include:</p> <ul style="list-style-type: none"> • Staff/External Providers: teaching assistants, speech & language therapist, educational psychologist, specialist advisory teachers • Equipment: ICT hardware, screening programmes and apps, sloped writing boards, fine and gross motor skill development resources, resources to support emotional self-regulation • Training in: Safer handling and Passive Intervention and Prevention Strategies (PIPS), Autism awareness, SEMH (Social Emotional Mental Health) awareness, Fun Fit Co-ordination, Developmental Language Disorder (DLD) awareness • Intervention materials for: phonics, SEMH, number, reading, writing and handwriting

Identification

A graduated response to SEND: Stockland Primary Academy is committed to the early identification of children with needs which are additional to or different from their peers. It is widely recognised that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. When a child is not making adequate progress despite high quality first teaching, we will investigate the reasons for this and identify potential barriers to learning.

How do we identify children with special educational needs (SEN) or disabilities?

The 2014 SEND Code of Practice categorises need into four areas. Children with SEN will be identified as having difficulties within one or more of these areas:

- **Cognition and Learning** – children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- **Social, Emotional and Mental Health Difficulties** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).
- **Communication and Interaction needs** - children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Sensory and/or Physical needs** - some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with multi-sensory impairment (MSI) have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Identification continued

Who is involved in the identification of children with SEN or a disability?

- Parent carers – you may raise concerns regarding your child with the class teacher. These concerns will be recorded and investigated, and any outcomes will be reported back to you.
- Teachers – teachers may identify children by making observations of the child, analysing half termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with parents and the SENCo.
- SENCo – the SENCo will work alongside both you and the teacher to identify your child’s needs and to support the teacher in gathering information about the child’s progress, attainment and behaviour. Where appropriate, specific assessment tools may be used by the SENCo to identify specific needs.
- External Agencies – where further advice is needed, external agencies such as your GP, the school nursing team, speech and language specialists, etc. may be invited in to carry out more detailed and specialised assessments with your consent.

What should I do if I think my child may have SEN or a disability?

If you have concerns about your child, in the first instance you should discuss them with the class teacher. If this is not possible or you feel your concerns are not being addressed, then you should contact the SENCo. If you still have concerns regarding your child, then you should contact the Head of School.

If you are unable to resolve your concerns and / or you wish to make a complaint, please contact the school trustee with responsibility for SEN and disabilities: David Webb. He can be contacted via the school office on 01404 881456 or stocklandreception@redstartpartnership.co.uk

SENCo: Cara Gilmour-White, cgilmourwhite@redstartpartnership.co.uk or tel: 01404 881456

Head of School: Clive Hellawell, chellawell@redstartpartnership.co.uk or tel: 01404 881456

Reviewing

The progress made by all children is regularly monitored and reviewed. Reviewing a child's progress is key to being able to provide continuing effective support for a child. The review process, often referred to as 'Assess, Plan, Do and Review,' will take into account, the views of everyone involved in working with the child including yourselves as parents or carers and your child.

Who will monitor the progress of my child?

- **Assess:** your child's class teacher is responsible for reviewing your child's progress in all areas of the curriculum. The class teacher will assess your child's progress every half-term and will use this data to inform and action planning, selection for interventions or to identify barriers to learning.
- **Plan:** if review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, where appropriate, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class subject teacher with advice from the SENCo.
- **Do:** if your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This will be done in partnership with the class teacher and the person carrying out the intervention. SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental SMART targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on a learning plan (PPLP) and a date made for reviewing progress.
- **Review:** you and your child will be invited to review your child's PPLP with the class teacher termly. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

When will my child's progress be reviewed and how will I be involved?

- Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.
- All teachers are available to talk to parent carers during the school week, most are available after school - appointments can be made via the school office.
- All parent carers are invited to parental consultations three times a year.
- Written reports are sent to all parent carers annually.
- For children with PPLPs, all those involved in the development of the PPLP will meet at least termly to review progress and discuss next steps.
- Annual Reviews for children with ECH plans are carried every year. You will be invited by the SENCo to attend and contribute to the Annual Review along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.

External Support

Where a child continues to make little or no progress, despite good support that is matched to the child's area of need, we will seek to involve specialists, including those from outside agencies.

What specialist services and expertise are available to or accessed by the school?	<p>At Stockland Primary Academy we access a wide range of external agencies in order to best support the children in our setting. These include: the Child and Adolescent Mental Health Service (CAMHS), Communication & Interaction (including Speech and Language), Educational Psychology, GPs, Occupational Therapy, Paediatricians, School Nurses, the Social Emotional Mental Health Team and Social Services. This is not an exhaustive list.</p> <p>Further information about current services available can be found via Devon's local offer https://www.devon.gov.uk/educationandfamilies/</p> <ul style="list-style-type: none"> • Babcock LDP – advisory teachers and educational psychologists • Children and Family Health Devon – health professionals and therapists • Disabled Children's Service – for children between 0-18 with a disability • Devon Children and Families Partnership (Early Help) – an approach bringing together a range of services and teams who can offer support for a range of issues including emotional well-being. <p>We also work together within The Redstart Learning Partnership and the Honiton Learning Community.</p>
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How are these services accessed?	<p>Many of these services can be accessed by both the school and you via a referral process which the SENCo is happy to guide you through. At school, referrals are carried out by the SENCo and will always be with the consent of the parent/carer. For medical support, including assessments for autism and ADHD, access is directly through your child's GP.</p>
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Transition

Anxieties relating to transition both in to and on from primary school can be experienced by children and their parents, particularly if a child has special educational needs or disabilities. A well-considered transition process ensures an effective transfer to the next phase of education.

How will Stockland Primary Academy support my child's transition to a new class or school?	<p>For children starting school for the first time – a planned induction programme is delivered in the summer term. In addition, the class teacher will meet with parents and parents will be invited to a transition meeting at school where they will be provided with a range of information to support them in enabling their child to settle into the school routine.</p> <p>For children progressing from one class to the next - the current and new class teachers will meet to discuss the children coming into the class. This will include sharing PPLPs, successful strategies, barriers to learning and next steps.</p> <p>For children moving schools - the SENCo will contact the new or previous school's SENCo to share SEN information prior to the move. Once a child has changed school, any paperwork the school has relating to their special educational needs or disabilities will be sent to the new school.</p> <p>For children moving to secondary education - meetings will be held during the summer term to discuss all children with SEN or disabilities. All children attend changeover days at some point during the summer term. The secondary school may wish to meet your child prior to transition. In this instance you will be informed, and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however, this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases.</p> <p>Parent carers of children with more complex needs may require earlier transitional preparation. The school's SENCo will support them in this process.</p>
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Accessibility

Stockland Primary Academy's Accessibility Plan which describes the actions the school has taken to increase access to the environment and the curriculum is available via the school website.

How accessible is the school site?

The Stockland Primary Academy site comprises a Victorian building and three separate modular buildings arranged around a level hardcourt area. The original building, housing two classrooms, the administration areas and adult toilet facilities, poses significant challenge for people with mobility issues. However, one of the modular buildings is fully accessible and the school playing fields can be accessed by wheelchair users. Parking on site is very limited, but there is one space available for disabled users. The staff and trustees endeavour to provide the maximum accessibility that the current buildings allow.