



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

Stoke Bruerne CE Primary School

SEN Information Report 2019-20

We have developed our Local Offer alongside that set out by Northamptonshire County Council, which can be found [here](#).

Introduction

The purpose of this document is to clarify to parents, staff and Governors, how the special educational needs of children are managed at Stoke Bruerne CE Primary School and how the school SEN policy is put into practice.

Objectives

- To identify effectively and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise with and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental wellbeing
- Sensory and/or physical needs

Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between attainment and achievement and pupil progress meetings
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information or parental concerns
- Concerns raised on entry to the school in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Our SEN profile for 2019-20 shows that we had 16% of children identified as having SEN.



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

Provision

There is graduated response to meet pupils' special educational needs; should the provision provided not appear to meet the needs of the child, a formal statutory assessment may be sought.

Stoke Bruerne CE Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The amount of funding we received for 2019-20 was £33763, through £13669 Notional SEN and £20094 top-up funding.

Additional funding is available from the local authority's Higher Needs Funding Block and applications are made when the school projects spending of over £6000 above the AWPU.

Universal Provision

- High quality classroom teaching
- Adaptions including workstations and visual timetables
- Pre teaching vocabulary
- Class TA targeted support
- Differentiated curriculum
- Pastoral support
- Read, Write Inc
- Precision Teaching
- Kinetic Letters

SEN Support and EHC Plan Provision

- 1:1 reading support and targeted reading support
- Structured Lunchtimes
- Fine motor skills work
- SALT
- OT and physiotherapy support
- CAMHS
- Autism Outreach
- Target Autism
- VI Team
- Drawing and Talking

Support may also come in the form of additional resources. In 2019/2020 the following approaches were used with children: use of pencil grips, seating position within the classroom, writing frames to support literacy work. Small group and 1:1 work within class was provided along with interventions in literacy, numeracy, reading, social, emotional skills and communication skills.



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

Stoke Bruerne C of E Primary School commissioned, for 2019-20 support from:

Educational Psychologist	3 sessions
--------------------------	------------

Support was received from Occupational Therapy, Speech and Language Therapy, School Nurse, Specialist Support Services, VI Team and Mobility Team.

We also employed 2 class-based Teaching Assistants and 2 1:1 Teaching Assistants and 1 SEN Teaching Assistant who delivered the interventions in the provision map as co-ordinated by our Deputy Head teacher and SENCo.

Progress and Achievement

Progress will be measured against national Age-Related Expectations. Where children have complex needs and progress is achieved in small steps, the use of 'Beyond P scales' will be used. The assessment and recording of progress are monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at IEP reviews, parent consultations and in annual reports.

Staff Development

Those staff involved in SEND are:

- Special Needs Co-ordinator (SENCo)
- The Head teacher
- Class Teachers
- Teaching Assistants (TAs)
- School Governor with SEN responsibilities

These staff have experience in:

- Autism
- Speech, Language and Communication needs
- Emotional and behavioural needs
- VI needs
- School staff also liaise with additional outside agencies, including: Educational Psychologist (EP), Community Paediatrician, Social Services, ASD team, CAMHS, SALT, OT and School Nurse.



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

We encourage all staff to take up training opportunities and attend relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND.

In 2019/2020 our staff completed training in Kinetic Letters and Speech and Language and are part of the Targeted Mental Health in Schools (TaMHS) project run by the Educational Psychology Service.

Contact Details for further information

Mrs Eliza Hollis, Head teacher or Mrs Kelly Lea, School Lead on 01604 862872

Mrs Stacy Powel, SENCo on 01604 862872

Pastoral Support

Stoke Bruerne CE Primary School has a pastoral system in place to support children with their social and emotional development. Each child can access support from:

- Class teacher
- Teaching Assistant
- Our Attendance, Anti-Bullying and Behaviour and Exclusion policies which are available from the office and on our website.

Involving Parents and Children

Parents who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCo in the first instance. If there are still concerns, then a meeting may be arranged with the Head teacher.

Parents receive termly reports informing them of their child's attainment and progress. They are also invited to termly parents' evenings and reviews with outside professionals where appropriate.

When possible, we involve children in the setting and reviewing of targets and provision.

Complaints from parents of children with SEN

Any complaints from parents of children with SEN need to be made in writing to Mrs Powell, SENCo. These can be handed in to the school office for collection.

Transition

Stoke Bruerne CE Primary School will liaise with transfer schools, pre-schools and other additional outside agencies before a child starts. An enhanced transition plan may be implemented if necessary.

Children moving to secondary school will have a programme of transition organised. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

Monitoring and Evaluation

The SENCo monitors and updates children's provision using the assess-plan-do-review cycle.

The SENCo is responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL, etc. will be monitored, as will attendance and exclusion data for SEND pupils.

Activities outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.



The Forest CE Federation

'Small enough to care. Large enough to inspire
Valuing all God's children'

All things are possible for one who believes' Mark 9 v 23

GLOSSARY OF TERMS	
IEP	Individual Education Plan
SEN Support	Statement stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for
EHC Plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder

Useful links

www.dfe.gov.uk

SEND support for children and young people

[SEND support for children and young people - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](#)

Specialist Support Service for SEND

[Specialist SEND support services - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](#)

Educational Psychology Service: Contact Number: 01604 364770

[Educational Psychology Service - Schools and education \(northamptonshire.gov.uk\)](#)

Parent Partnership Service: 01604 636111

[Home - IASS \(iassnetwork.org.uk\)](#)

Virtual School for Looked After Children: 0300 126 1000

[Parents and guardians of previously looked-after children - Schools and education \(northamptonshire.gov.uk\)](#)

Link to the local authority's local offer.

[Local Offer \(northamptonshire.gov.uk\)](#)