



# 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*

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## Stoke Bruerne CE Primary School

### SEN Information Report 2020-21

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:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example autistic spectrum disorder, Asperger's syndrome, speech and language difficulties
- **Cognition and learning**, for example dyslexia, dyspraxia
- **Social, Emotional and mental wellbeing**, for example attention hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe and multiple learning difficulties**

## Identification of Pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.



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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 Curriculum
- 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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our SEN profile for 2020-21 shows that we had 15% of children identified as having SEN.

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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.

When working with pupils, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents



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## ➤ The pupil's own views

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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 2020-21 was £28311, through £16693 Notional SEN and £11618 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.

## **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.

## **Our Approach to teaching pupils with SEN**

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

## **Universal Provision**

- Adaptions including workstations and visual timetables
- Pre teaching key vocabulary – all areas of the curriculum
- Class TA targeted support
- Differentiated curriculum
- Pastoral support
- Read, Write Inc
- Mathletics
- Reading teaching and learning (including reading intervention, Book Talk)
- Precision Teaching
- Kinetic Letters



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## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Structured Lunchtimes/breaktimes
- Drawing and Talking

Support may also come in the form of additional resources.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Team support
- Occupational Therapy and physiotherapy support
- CAMHS
- Autism Outreach and Target Autism

Stoke Bruerne C of E Primary School commissioned, for 2020-21 support from:

Educational Psychologist	1 sessions
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We also employed 3 class-based Teaching Assistants, 1 1:1 Teaching Assistants and 1 SEN Teaching Assistant (part-time) who delivered the intervention outlined in the provision map as co-ordinated by our Deputy Head teacher and SENCo.

## **Support for improving emotional and social development**

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

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of [name of] club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.



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## **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.

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.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **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.

## **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.



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## **Complaints about SEN provision**

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## **Contact Details for further information**

Mrs Eliza Hollis, Head teacher or Mr Michael McLoughlin, School Lead on 01604 858749

Mrs Stacy Powel, SENCo on 01604 858749

This policy links to our policies on:

- SEN and disabilities
- Accessibility plan
- Behaviour
- Equality information and objectives

## **Useful links**

### **SEND support for children and young people**

[SEND support for children and young people - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/special-educational-needs-and-disability-send-support)

### **Specialist Support Service for SEND**

[Specialist SEND support services - Special educational needs and disability \(SEND\) support \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/specialist-send-support-services)

### **Educational Psychology Service: Contact Number: 01604 364770**

[Educational Psychology Service - Schools and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/educational-psychology-service)

### **Parent Partnership Service: 01604 636111**

[Home - IASS \(iassnetwork.org.uk\)](https://www.iassnetwork.org.uk)

### **Virtual School for Looked After Children: 0300 126 1000**

[Parents and guardians of previously looked-after children - Schools and education \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/parents-and-guardians-of-previously-looked-after-children)

### **Link to the local authority's local offer.**

[Local Offer \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/local-offer)