

Stoke by Nayland C of E Primary School

SEND Information Report 2018-19

Who are the best people to talk to in school about my child's Educational Needs and /or disabilities (SEND)?

Class Teacher: They are responsible for:

- Ensuring all pupils have access to good or outstanding teaching
- Ensuring that the curriculum meets your child's individual needs
- Checking on the progress of your child
- Letting the SENCO know as necessary about the targeted support they are implementing
- Communicating specific targets and sharing and reviewing these with parents

SEND Co-Ordinator – Mrs Kelly McGrath-Wells is responsible for:

- Coordinating all of the support for students with SEND
- Developing the schools SEND policy to ensure that all pupils get a high quality response to meeting their needs
- Coordinating provision made to support individual pupils with SEND and ensuring that records are kept up to date
- Providing professional guidance to colleagues
- Organising training for staff so they are confident to meet the needs of your child and others in the school
- Ensuring that parents are kept well informed about the support their child is getting

SEND Governor – Dr Angela Colclough is responsible for

- Making sure that the necessary support is provided for any child who attends the school who has SEND, through regular contact with school staff.

Contact Details:

School Office: 01206 262418 or ad.stokebynayland.p@talk21.com

SENCO- Kelly.mcgrathwells@stokebynaylandprimaryschool.org.uk

How do we support pupils with SEND to be able to access the whole curriculum and ensure that their emotional well being is developed?

- Personalised learning plans developed with pupils, parents and outside agencies as appropriate
- Other professionals consulted as soon as a difficulty has been identified and investigated within the school
- Advice from other professionals and reports followed in school
- SENCo makes sure that staff are aware of needs of SEND pupils so that planning can reflect this
- Lessons and resources adapted to suit pupils emotional and learning needs
- Subject leaders support staff to ensure they have appropriate materials and resources to teach SEND pupils
- PSHE curriculum covers aspects relating to: Emotional well being, e safety, self image, personal and collective achievements, British Standards, Christian Values, feelings and anti bullying
- Weekly class and half termly awards
- Daily collective worship to develop our Christian Values
- Displaying and Celebrating children's work

How do teachers at our school assess and identify SEND pupils?

- Pupil progress meetings
- Use of a variety of standardised assessments
- Use of outside agencies as appropriate
- Liaison with parents and feeder settings
- Observations
- Tracking of progress

Further details can be found in the SEND Policy

How do SEND pupils access activities with other pupils?

Existing provision is adapted to suit the individual child so that their needs are met and they are able to:

- Attend educational visits
- Attend clubs and activities
- Attend residential visits

The training and expertise of our staff:

- All teachers – qualified teacher status – updated regularly
- SENCo experienced and part of the leadership team
- Safeguarding training
- Support from two qualified SENCo Awarded teachers
- Food Hygiene
- Higher level teaching assistant
- Elklan trained staff
- School nurse training on medical needs
- CPD opportunities for all staff

How do staff evaluate the effectiveness of provision for SEND pupils?

- Provision mapping
- Pre and post intervention data
- Tracking data (analysis)
- Annual review of SEND policy and SEND information Report
- Pupil progress meetings

For further information or to make a complaint:

- Child's class teacher
- SENCO – Mrs K McGrath-Wells
- Headteacher – Mrs J Le Grice
- Phone: 01206 262418
- Email: ht_stokebynayland_p@yahoo.co.uk

How do we communicate with parents of SEND pupils?

- Informal conversations between parents and class teachers
- Invitations to attend regular meetings with outside agencies
- Parental involvement in developing individualised programmes of support and Health Care plans
- Regular feedback on progress in an agreed manner
- Reports and parental consultation meetings
- Inductions and curriculum evenings
- Termly Class newsletters
- Information on website
- Parent/community involvement in events
- Range of reward systems

How is transition managed between schools for SEND children?

EYFS children are gradually introduced to the school through home visits to meet the teacher, come and join sessions, and transition meetings with parents. Transition activity will be shared with parents to share with their child over the holidays leading up to the start of their first term. On leaving our school children visit their next setting on transition days and have meetings and additional visits depending on their particular need. Support from outside agencies for transition is sought as necessary. With our mixed age classes transition between Key stages varies but all staff work together to ensure consistency of approach alongside joint activities and events leading to transition. Each class has a transition day in July.

How do staff communicate with children with SEND?

- Every term each child has a 1:1 session with their class teacher to share their views about education and learning
- Children are involved in developing and reviewing their learning plans, Health plans (as appropriate).
- Individual target setting across the curriculum so that they know what their targets are and why they have them.
- Visual timetables are displayed in every classroom
- Sharing of learning objectives and success criteria. Verbal feedback given and opportunities for children to self review of their work and their progress.

What kinds of SEND do we provide for at our school?

- Social, emotional and Mental Health
- Cognitive and learning
- Communication and interaction
- Sensory and Physical

We will endeavour to provide for your child's learning and medical needs.

We work with a range of diagnosed conditions including:

ADHD, Autism, Dyslexia, Dyspraxia, Speech and language and hearing impairments