**[](http://www.google.co.uk/imgres?q=stoke+hill+federation+logo&start=104&safe=active&biw=1138&bih=536&tbm=isch&tbnid=qluh5U3t4v6lrM:&imgrefurl=http://www.stokehilljunior.devon.sch.uk/archivenews/summer2013/flyer21.06.13.pdf&docid=bS4loIOOdVq_WM&imgurl=x-raw-image:///fee2ed4de5a15baa446d4455a81894f6cfce77f403c4b3a946441b5f85079bbd&w=251&h=190&ei=TlBdUu-VBMGthQfe_IHYAw&zoom=1&ved=1t:3588,r:15,s:100,i:49&iact=rc&page=8&tbnh=152&tbnw=200&ndsp=14&tx=135.16668701171875&ty=15)Special Educational Needs & Disability (SEN&D)**

**Information Report: Autumn 2016**

**The Federation of Stoke Hill Schools**

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| 1. The kinds of special educational needs for which provision is made at the school. |
| The Federation of Stoke Hill Schools encompasses two mainstream settings and a nursery with 680 pupils from Nursery to Year 6. We are incredibly passionate about inclusion and celebrate individuality. We work hard to get to know each and every child so that we can personalise the curriculum and ensure their needs are met. Children’s progress is monitored very carefully at The Federation of Stoke Hill Schools. We approach underachievement in a holistic manner and have developed an Inclusion Team (IT) to help support more vulnerable pupils.  At the Junior school we currently have 59 children on the Special Educational Needs and Disability (SEN&D) register and the approximate percentage of children within each category, as defined by the Code of Practice (DfE and DoH 2014), are: 50% Cognition and Learning, 18% Communication and Interaction, 25% Social, Emotional and 7% Mental Health, Sensory and Physical (Based on the children’s primary need).  At the Infant school we currently have 27 children on the Special Educational Needs and Disability (SEN&D) register and the approximate percentage of children within each category, as defined by the Code of Practice (DfE and DoH 2014), are: 37% Cognition and Learning, 3.7% Communication and Interaction, 22% Social, Emotional and 37% Mental Health, Sensory and Physical (Based on the children’s primary need). |

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| 1. Information, in relation to mainstream schools and maintained nursery schools, about the school’s policies for the identification and assessment of pupils with special educational needs. |
| The Federation SENCo (Kelly Walton) and Chair of Governors (Vanessa Newcombe) are responsible for the creation and development of the school’s policies and procedures around SEN&D, though this is supported by the Federation Inclusion Team. The Inclusion Team (IT) consists of Sarah Mackay (SHINS Headteacher), Roy Souter (Head of SHJS), Alison Kenney (Deputy at SHINS), Jamie Sullivan and Claire McKimm (Assistant Headteachers at SHJS), Kelly Walton (Federation SENCo) and Jo McCarthy (Federation Education Support Worker). The Inclusion Team oversees the day-to-day running of support for SEN&D and other vulnerable groups within the school. Team members meet on a regular basis - at least once every fortnight- to review the needs of pupils and collectively decide on an appropriate course of action.  At The Federation of Stoke Hill Schools we understand that early intervention is the most effective way of ensuring that pupils maximise their learning. Therefore, in the Nursery and Foundation stage, our Early Years practitioners use the ‘Development Matters’ progress chart to rigorously assess children and check they are achieving the key milestones. Where there are concerns relating to a child’s development, parents are consulted and, if necessary, additional support/advice is sought via the Inclusion Team.  Pupil progress is monitored across the rest of the Federation using School Pupil Tracker Online (SPTO). Staff use this tool to identify children who are not making expected progress. Pupil Achievement Meetings are conducted every half term to address how these children will be supported universally in class through ‘Quality First Teaching’. If underachievement continues, the child will be supported through an enhanced intervention. Where the class teacher has exhausted all possible strategies and the needs of the child still have not been met, a referral can be made by teachers to the school’s Inclusion Team (IT). The IT will collectively decide upon the best course of action and consider whether external agencies need to be involved to identify SEN&D e.g. An Educational Psychologist observation or assessment, Dyslexia Outreach Service. If Special Educational Needs are identified the child will be added to the Federation of Stoke Hill Schools SEN&D register. Parents/carers will be involved with each part of the identification process and will have the opportunity to contribute ideas regarding the support their child will receive. A letter outlining the area of need and agreed support will be sent home.  NB: Although this is the general procedure for identifying children with SEN&D, there might be occasions when it is necessary to bypass particular steps, for example, when new children join our setting.  **At the Federation of Stoke Hill Schools we recognise that you know your child best and therefore encourage you to speak to your child’s class teacher if you have any concerns at all about your child’s academic, physical or emotional, social and mental health development.** |
| 1. Information about the school’s policies for children with special educational needs accessing our facilities, whether or not they have Educational Health Care Plans (EHCPs) |
| 1. **How the school evaluates the effectiveness of its provision for such pupils**   All teachers are the key leaders of their children’s learning, whether or not they have SEN&D. Progress and attainment of all pupils is monitored through the use of School Pupil Tracker Online (SPTO) as well as half-termly ‘Pupil Achievement Meetings’ supported by the Federation Leadership Team.  Where pupils have SEN&D, teachers work alongside the SENCO, to ensure their needs are met. Sometimes children benefit from having an Individual Education Plans (IEPs), a working document which is based on clear learning outcomes and encompasses the recommendations of any associated external agencies. In creating specific targets, class teachers consider the strategies that will be implemented to help the child succeed within a specific time frame and complete a Provision Map. Before they are shared with parents, IEPs are checked by the Federation Leadership Team.  Children with SEN&D might be supported through a specific intervention, either on a 1:1 or group basis. Where children are involved in such support, their attainment is recorded both at the start and end. The member of staff leading the intervention may also record any unquantifiable data so that even the smallest of steps can be acknowledged and celebrated.  The Federation of Stoke Hill Schools has a named SEN&D Governor. This Governor supports the above principles and ensures continuity of provision across the two sites, checking whether pupils are meeting their IEP targets and making progress in line with (or better than) similar pupils nationally. The Devon SEN&D audit tool, which is completed annually, ensures leaders within the school are maintaining an acceptable standard of best practice.   1. **The school’s arrangements for assessing and reviewing the progress of pupils with SEN&D**   Where relevant, children’s attainment and progress is assessed against the same criteria as the other pupils, which at The Federation of Stoke Hill schools is based on School Pupil Tracker Online (SPTO). Judgements are made as to whether children are working at the expected level for their age or are below age-related expectations.  Where pupils are working well below age related expectations, an individualised learning programme might be devised so that the child can focus on more specific objectives, linked to IEP targets. Suitable adaptation and differentiation within their general learning is also ensured.  Information on children’s general progress and well-being is communicated to parents/carers on a regular basis at the start and end of the school day and, occasionally, via a telephone call. More formally, parents are able to access their child’s data on SPTO and this is discussed in greater detail during each of the parents’ meetings. Formative reports outline both attainment and progress and these are issued annually.  Where a child has SEN&D, more time is typically given at parents’ evening in order to engage parents with their child’s support at home and in school. Our Federation SENCO is available to talk to parents on a Tuesday, Wednesday and Thursday and, at other times by appointment. Where a Devon Assessment Framework (DAF) is running, parents have access to termly Team Around the Child (TAC) meetings.   1. **The school’s approach to teaching pupils with special educational needs**   The Federation of Stoke Hill schools places a high value on Quality First Teaching (QFT) and recognises that all teachers are teachers of SEN&D. The Inclusion Team advocate the importance of the Universal offer and ensure that the majority of pupils with SEN&D typically spend the majority of their time supported by the teacher in the classroom. We are in the process of developing ‘Universal Classrooms’ to ensure that children have access to a bank of resources which will enhance their learning, such as headphones to aid focus, play dough to alleviate stress etc. Our staff supports the Building Learning Power principles outlined by Guy Claxton and Mindset principles by Carol Dweck and we encourage children to make their own choices about learning and attitude wherever possible.   1. **How the school adapts the curriculum and learning environment for pupils with SEN&D**   At The Federation of Stoke Hill schools we aim to make as many reasonable adaptations as we can to ensure that learning is maximised and children’s individual needs are met. As part of this we have provided individual workstations within classrooms, have developed learning spaces such as our THRIVE rooms and have purchased more iPads, which are used to inspire learning and alternative recording methods. We provide individualised learning programmes where appropriate and are in the process of developing a toolkit for each classroom to support learning needs. The advice of external agencies is always welcomed and we have made adjustments to our environment, such as the widening of paths and improved wheelchair access, to make sure it is safe and conducive to learning.   1. **Additional support for learning that is available to pupils with SEN&D**   All KS1 and EYFS classes have a Teaching Assistant (TA) to support and engage children with their learning. Additional support might be provided for specific children with SEN&D and this is proportionate to the level of need. All TAs aim to build children’s independence and resilience for learning. TA deployment at The Federation of Stoke Hill Schools is monitored and reviewed by the Inclusion Team. Where classes have their own TA, the support offered is directed by the class teacher, who will sometimes direct TAs to support the majority of pupils while he/she works with children who are working below age-related expectations. A number of pupils in our school are withdrawn from class each week for targeted provision, such as Speech and Language Therapy, THRIVE or Art Therapy. In rare circumstances, pupils may conduct a larger proportion of their learning in a different setting, but we always endeavour to maintain a level of integration with their peers.   1. **How the school enables pupils with SEN&D to engage in the activities of the school (including physical activities) together with children who do not have SEN&D**   All educational visits are planned thoroughly, following the Federation of Stoke Hill Schools’ Visits and Visitors Policy. A robust risk assessment is at the heart of this and reasonable adjustments are made trips to ensure all pupils can safely access these experiences. For example, to ensure pupils presenting challenging behaviour are fully included, we may enlist additional adult help from TAs or parents who have undergone Federation Volunteer Training. Parents are engaged in the decision-making process, and in the past, have volunteered to provide direct support during visits.  All pupils are expected to participate in P.E. For those children experiencing physical difficulty resources and/or the focus of the lesson will be adapted. Occupational Therapists and Physiotherapists have provided advice on how to develop children’s core strength and coordination and, where a specific programme is in place, this is followed.   1. **Support that is available for improving the emotional, mental and social development of pupils with SEN&D**   The Federation of Stoke Hill Schools places a huge value on the importance of Social Emotional and Mental Health development. Pastoral care is provided by our teachers and TAs primarily, but where needs are more significant i.e. Bereavement, our Federation Education Support Worker, Jo McCarthy, will provide additional support both to the child and their family.  Across the Federation children engage in weekly PHSE sessions. In addition to this our three licensed THRIVE practitioners lead specific intervention on a 1:1 or group basis for children identified as having an interruption in their social or emotional development. Four staff members have attended the ‘Circle of Friends’ training (a programme of work designed to enhance friendships for children who experience difficulty with socialising) and currently three circles are operating in school. At The Federation of Stoke Hill Schools we work closely with an art therapist who regularly supports children who present more complex Social, Emotional and Mental Health needs. We have also utilised the Behaviour Support Team (BST) and, through the DAF process, have worked with a variety of external agencies to explore creative ways of ensuring children’s well-being is catered for and sustained.  **If you have questions about your child’s support, or suggestions about meeting their needs more effectively, please speak to your child’s teacher in the first instance, or contact our SENCO, Kelly Walton.** |

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| * + - 1. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator. |
| Our SENCO, Kelly Walton, works 4 days a week in school. On a Tuesday, Wednesday and Thursday she focuses on her SENCO role, whilst on a Friday she teaches in year five. She can be contacted on 01392 667830 or 01392 667584 (office hours only) or by email [admin@stokehill.devon.sch.uk](mailto:admin@stokehill.devon.sch.uk) |
| * + - 1. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. |
| Two members of our Inclusion Team are qualified SENCOs, having studied the accredited National SENCO Award. Through regular Professional Development Meetings staff are kept up to date about good practice regarding SEN&D and know the changes the new Code of Practice brings. All staff have been trained in Passive Intervention and Prevention Strategies (PIPs) and our Federation have started to use Behaviour Care Plans (BCPs) explicitly.  TA skills are developed through staff INSET as well as through the process of target setting. Opportunities for TAs to link up and share good practice are encouraged and staff observe teachers using particular methods/ leading guided groups. THRIVE practitioners across the Federation and the remainder of our staff have been involved in THRIVE training on site, led by the SENCO. In addition to this our Educational Psychologist has also offered workshops based on the THRIVE principles. Our specialist TA for speech and language keeps her training up to date and works closely with the local speech therapist.  Where other specialist services are required on a needs-led basis, this is usually through the traded-hours with our partners at Babcock LDP, including Behaviour Support and Communication and Interaction. Through the DAF process we work closely with The School Nursing Team, the Autistic Spectrum Team, School Nurses, Social Care and CAMHS (Child and Adolescent Mental Health Service). All these agencies have access thresholds and waiting lists, and sometimes a multi-agency referral is preferable, which means we refer to Integrated Children’s Services.  **Should you require more information about referrals to external agencies, please speak to the SENCO or your GP. If you have a safeguarding concern about your child, you can contact the Multi Agency Safeguarding Hub (MASH) direct on 0345 155 1071**. |

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| * + - 1. Information about how equipment and facilities to support children and young people with special educational needs will be secured. |
| The Federation of Stoke Hill Schools seeks advice from external agencies on how to support children with SEN&D. A number of our pupils have access to learning aids, such as writing slopes, wedge cushions and sensory items. We have increased the number of iPads for children to use for recording their ideas and each class has a Dictaphone. Our premises have been developed to improve wheelchair access and we have provided two disabled toilets as well as a designated space for physiotherapy to occur. Some classrooms benefit from SoundField systems and each classroom has had blackout blinds installed to ensure the field of vision is enhanced. Each of our sites has a specific room for THRIVE intervention and these are resourced with multi-sensory items, games and therapeutic stories.  **If you think you or your child requires additional adaptation to equipment or facilities, please let our SENCO know.** |

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| * + - 1. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child. |
| From the first day children arrive at the school, our team works hard to engage parents and build positive home-school relationships. We welcome parents in to the classroom environment and encourage them to stay to support with ‘Ten to Nine activities’ or ‘Early Morning Tasks’. We organise a ‘Meet the Teacher’ evening at the beginning of each school year and, in addition to this, offer two parents evenings. Parents receive their child’s school report in the Spring term, which provides enough opportunity for targets to be worked upon throughout the rest of the academic year. Our SENCO will attend parents meetings as and where appropriate.  Our Federation offers a range of workshops to help parents support their child with their learning, such as reading, phonics and maths. The Federation of Stoke Hill School values the views and contributions of parents and we consult them in issues regarding school improvement. Throughout the school year, parents, carers and grandparents are invited to eat lunch with their child and sample our fantastic school dinners. Parents have also had the opportunity to spend some time in class to get a feel for lessons.  Our Education Support Worker is available five days a week to support our parents/carers and helps to forge closer links between home and school. Through the DAF process, parents are met on at least a termly basis and are encouraged to consider who should be involved in Team Around the Child (TAC) meetings. Where an annual review of a statement / EHC plan is required, this is conducted using the formal paperwork, but in some instances, termly review meetings occur due to the level and complexity of needs.  **If you want to get more involved in your child’s education and support, speak to their teacher in the first instance. For more information about the DAF process see our SENCO.** |

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| * + - 1. The arrangements for consulting young people with special educational needs about, and involving them in, their education. |
| Children are at the heart of our school and therefore ‘Pupil Voice’ is very important to us. Our Federation maintain an infant and a junior school council who meet regularly to discuss ways in which the school can be improved, both at an environmental and educational level. Class representatives are elected by their peers and are encouraged to take notes, contribute at meetings and relay information to their class. The minutes of every School Council meeting are distributed to staff and are posted on the website to ensure that the children’s ideas are shared and listened to.  The Federation of Stoke Hill Schools also has a Wildlife Team (based at the infant school) and a junior Green Team who are responsible for supporting and developing sustainability. Members of the Wildlife Club and Green Team engage in a range of activities such as: clearing leaves from the school grounds, making bird feeders, creating homes for hedgehogs, composting food waste and planting bulbs. The children are also encouraged to monitor and record each class’s contribution to saving energy and they distribute smiley face tokens to classes who turn off lights and laptops and who close windows during colder spells. Wildlife Club members choose to join this club. Meanwhile Green Team members are chosen by class teachers and we encourage our SEN&D children to participate.  Pupil Voice is also supported through our PHSE programme and THRIVE ethos. Older children within our Federation engage in conferencing. They are encouraged to identify pieces of work which demonstrate a particular skill and have the opportunity to discuss with their class teacher aspects of work they find easy, enjoyable, more challenging etc.  Where children have SEN&D we make a more conscious effort to give them roles and responsibilities e.g. register monitor and looking after the pets or chickens. For those children who have a My Plan (DAF2) their views are taken into account using the ‘Listen to Me’ document. Behaviour Care Plans are also used and we ensure children take ownership of these, telling us their strengths, difficulties and triggers. |

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| * + - 1. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. |
| At The Federation of Stoke Hill Schools we encourage parents and carers to share concerns about SEN&D. These should be addressed via the child’s teacher in the first instance, or to our Federation SENCO, Kelly Walton. We believe transparent working relationships and proactive information-sharing help to prevent potential misunderstanding.  **The Federation Complaints Policy is available from either school office.** |

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| * + - 1. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. |
| The Governing body delegates responsibility for multi-agency working to the SENCO, who works within the DAF format. Health, Education or Care referrals are made to single agencies or the multi-agency Integrated Children’s Services on a case-by-case basis, using the Local Authority’s Threshold Tool for guidance.  For parents and carers whose children have SEN&D, we provide access to our Federation Education Support Worker who is able to support the links between home and school. We have a robust system for supporting disadvantaged families through Pupil Premium Grant funding and act as a voucher distributor for Exeter Foodbank.  **To find out more contact Devon Information Advice and Support Service (DIAS), who are there to support parents whose children have SEN&D, on 01392 383080.** |

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| * + - 1. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. |
| A directory of support services can be found at devon.childrensservicedirectory.org.uk  You can also contact our Federation SENCO if you wish to obtain details for specific organisations. |

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| * + - 1. The school’s admissions arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. |
| When pupils join or transfer into the Federation, every effort is made to share information with previous settings and build relationships with parents, who are often anxious about how the child’s needs will be met. The Federation of Stoke Hill Schools is proud of the support offered to parents and our pupils in transitions and we outline some of our strategies below:-   * Sampling Day each year for children to meet their new teacher * Federation SENCo coordinating provision: 3-11years * Opportunities for children with SEN&D to have additional visits to see new teacher/ classroom/ High School * Joint activities with the Junior School e.g. summer picnic, joint assemblies, classes work together on specific projects and/or topics, children watch one another's dress rehearsals * Passports/ All about me books are created for transition * Children are given the opportunity to take photos of their new teacher/ TA(s)/ classroom etc * All teachers have an explicit handover during meeting time * Families are supported with transition too. There are opportunities to meet the new teacher and staff and Parents Evenings are scheduled early in the school year * Secondary School teachers visit the year six children * The SENCO of Secondary Schools spends time with our Federation SENCO   Admission Arrangements  The process of children with SEN&D joining our setting, begins long before they arrive and we pride ourselves on the personalised transition packages we offer. Whether children are joining us from another school, pre-school or straight from home, we always welcome a visit to our schools and ensure that parents/ carers have the opportunity to meet our SENCO and prospective class teacher to share information and discuss individual learning needs. |
| * + - 1. Information on where the local authority’s local offer is published. |
| Our school offer is built around the 2014 SEN&D Code of Practice, and the Devon Local offer, which can be found at [www.devon.gov.uk/SEND](http://www.devon.gov.uk/SEND)  . |