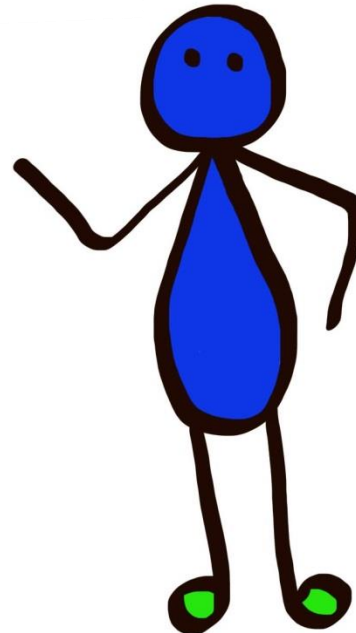
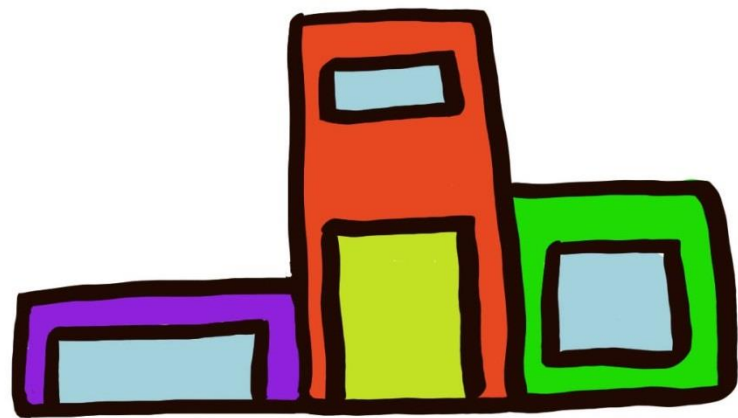


Stoke Park Schools Special Educational Needs Information

This is our Special Educational Needs Information Report on what we offer for children and young people with special educational needs (SEN) in our school.

Our School's Offer

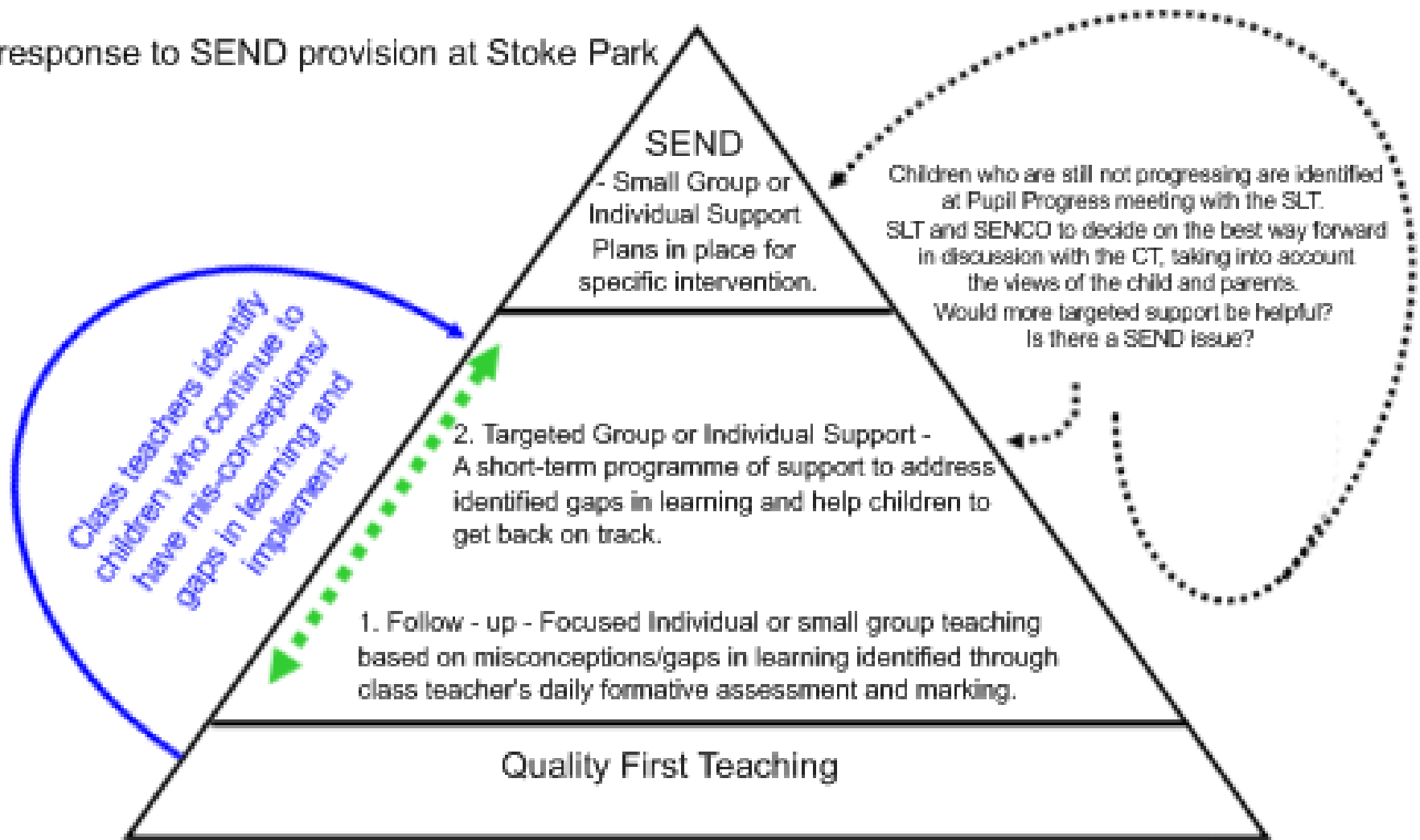


The Children and Families Act 2014 asked every school or educational setting to write a SEN Information Report.

<https://www.bristol.gov.uk/web/bristol-local-offer/home>

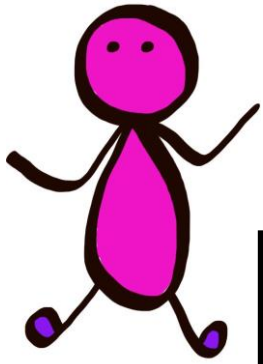
has information on what SEN Information Reports are.

A graduated response to SEND provision at Stoke Park



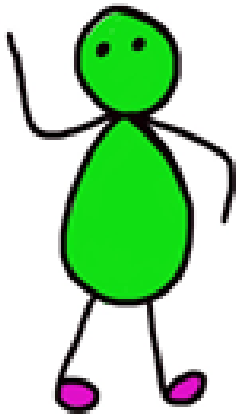
Stoke Park criteria for children being on the SEND Register:

- Consistently slower rates of progress than peers
- Significantly out of step with peers in terms of learning, behaviour or communication skills
- Is working approximately 18 months or more behind their age related expectations (ARE) academically



How do you decide a child or young person has special educational needs?

Class Teachers and Teaching Assistants at Stoke Park closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected then the class teacher will inform the parents. The class teacher will also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year. Other assessments may be used to help make a decision about whether a child has special educational needs such as CAT tests, Dyslexia Screening and Speech and Language Assessments. All children in Reception, Year 3 and on joining the school (if later than Reception) will be screened using a Speech and Language programme. Parents can raise concerns with their child's class teacher at any time.



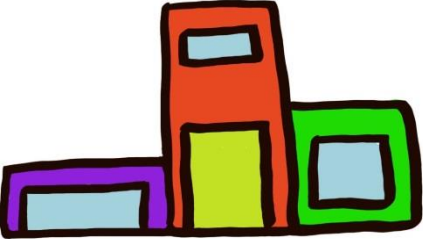
How do you teach children or young people with special educational needs?

At Stoke Park we provide a graduated response to Special Educational Needs. Class Teachers will deliver quality first teaching for all pupils in their class, this will be closely matched to the pupils needs and ability. Teaching Assistants will under the direction of the class teacher, support children in their learning through individual, group or class based activities. Class teachers will identify children who have misconceptions/gaps in their learning through their marking and assessments and will provide focused small group or individual teaching to address these issues. A short-term programme of targeted support may also be put in place to help children get back on track. If a child is still not progressing at the expected rate despite these interventions or because of a need that means they have to be escalated through the process, then the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Specific, measurable targets will be put in place, these will be monitored and reviewed regularly. Parents will be involved in discussions and the child will have an opportunity to have a voice. If progress continues to be limited, the SENCO with the permission of the parents may seek advice from other professionals to decide if more specialist support is required. Please see the diagram below which sets out our criteria for being added to the SEND register.



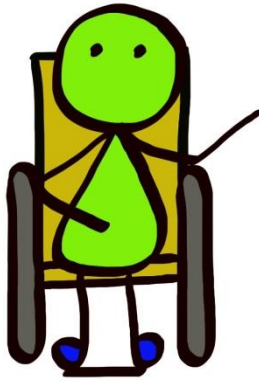
What 'extras' do you offer children or young people with special educational needs?

We have employed a specialist Play Therapist and counsellor to whom teachers can directly refer. She offers 1:1 tailored sessions around each child's specific needs. All children are screened in Reception and again in Year 3 using a specialist speech and language programme, this identifies any areas of difficulty and puts together a tailored support package. Parents and Carers are offered support through our Family Services team based in the on-site Children's Centre.



What facilities do you have to support children with special educational needs?

Level or ramp access is available to most areas of the school site but due to the age of the building the school site is NOT fully wheel chair accessible. The school has access to a disabled toilet and shower facilities. Break times and lunchtimes are supervised by teaching assistants as well as School Meal Supervisory Assistants so there will always be an adult available that your child knows and who knows your child well.

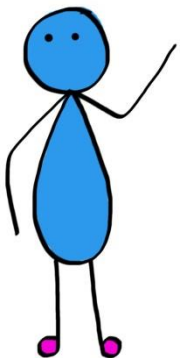


How do you make sure children or young people with special educational needs do well?

Quality first teaching will be provided to all pupils and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support in class may be provided. Where progress continues to be limited more individualized support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child.

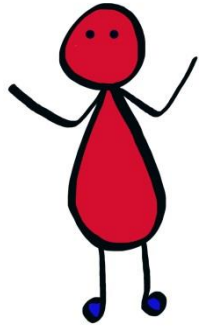
Alongside the class teacher the senior leadership track the progress of all pupils to ensure good progress is being made. The Governors, through the School Improvement Committee also track the progress of all pupils, as well as specific groups of children which includes those with special educational needs.

Do you have staff with specialist training or have 'experts' support you?



Our staff have undertaken a variety of different training including in Numicon, Attachment Training, Speech and Language Support, Makaton, ECAT, story making, Team Teach (behaviour management / positive handling) and phonics. We also have a trained Reading Recovery Teacher. Good practise is regularly shared at staff meetings and the SENCO/SENCO manager and Governor attend local SEND networks, briefings, conferences and cluster meetings to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff.

The school has employed a Play Therapist and Counsellor to support both children and their families. We also have access to a link Speech and Language Therapist, Educational Psychologist, School Nurse, Occupational Therapist and the Sensory Support and Autistic Disorder Outreach(ASDOT) Teams.



How do you support the wellbeing of children or young people with special educational needs?

We aim to work in partnership with parents, children and other professionals to provide a program of support which fulfils the needs of the child. We have a clear behavior and anti-bullying policy which are both available on our website – www.stokeparkschools.org.uk The school has a zero tolerance approach to bullying. The school has a small SEMH team who work to support families and children with their emotional, mental and social wellbeing. This includes play therapy, mentoring, counselling and family support, as well as accessing outside support from other professionals if necessary.

A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school uses the 'Jigsaw' scheme to support Personal Social and Health education (PSHE) and this is reinforced through our daily whole school assemblies.

The school council has two representatives from each class, who are elected by their peer group. The school council are active in suggesting improvements they would like to see in school and have been supported by the Governors in achieving some of these.

All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 2 training.

All teaching assistants and support staff have a current first aid certificate and there is a Lead First Aider who has been trained to a higher level.

A health care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.



What happens if a child or young person needs specialist equipment, services or support?

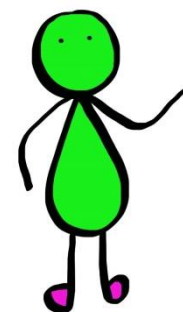
The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the LA to support this child at our school. If the school feels it appropriate this funding will be used to provide additional adult resources for that child.

At present Year One and Year Two provide additional support group time for children in literacy and Maths. This is in the form of an additional adult in the classroom, working with a specific group of children who have been targeted for this support by the class teacher.

If a child is thought to need specialist equipment, services or support than a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan being drawn up.

How will I know if my child or young person is doing well in school?

Parents are informed of the progress their child is making through parents evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support in class may be provided. Where progress continues to be limited more individualized support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own child's individual needs.

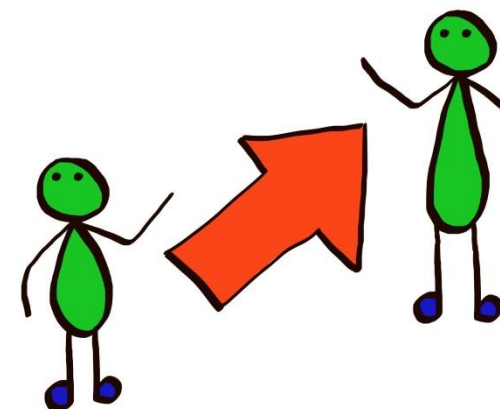




Do you have 'out of school' activities children/young people can do?

Stoke Park School offers a range after school activities that appeal to a wide range of skills and talents and are open to all pupils at the school. Information about current activities is available from the school office. Year 6 have the opportunity to go on camp and other classes also go on trips through the school year.

How do you support children or young people on moving on?

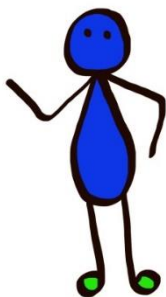


Every child who joins the school in Reception is offered a home visit before they join the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENCO will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to Secondary school will receive visits from teachers at their new school. Transition meetings will also be held between the two schools to ensure that any specific needs and requirements will be communicated to the new setting.

Stoke Park has a transition policy in place to aid transition from Reception to Year 1 and we receive the Bristol Transfer document from most Early Years settings meaning we already have information regarding our new Reception intake. For children with Special Educational Needs or disabilities that mean transition is particularly difficult an internal transition review is held and a plan is out in place as to how to best support those children.

In the first instance we would encourage parents to talk to the class teacher or SENCO to see if the issue can be resolved. However, Stoke Park School does have a formal complaints procedure, a copy of which can be obtained from the school office.

What should I do if I disagree with what you're doing or want to make a complaint?



Who should I contact for more information?

If you would like to apply for a place for your child at the school, please contact the school office on 0117 3772840.

Mrs Emma Peel is the SENCO and Mrs Amy Higgitt is the Mental Health and Well-being Lead, she is also the school's designated safeguarding (child protection) lead.

Mrs Alison Lambert is the Headteacher and has responsibility for all aspects of the school, including provision for SEND pupils.

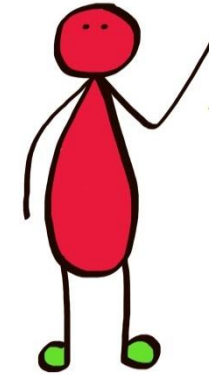
Mrs Gill Kirk is the SEND governor and is responsible for ensuring that the necessary support for a child with SEND is in place.

Please feel free to contact the school office on 0117 3772840 to arrange to speak to any of the above people.

Where can I find out more about what there is for children or young people with special educational needs and disabilities in Bristol?

Bristol's Local Offer has information on:

- Education – including nurseries, schools and colleges
- Health services in Bristol
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities
- Where to find support and advice in Bristol



The Local Offer website is full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.



<https://www.bristol.gov.uk/web/bristol-local-offer/home>

