

Stokesley School SEN information Report

As a non-selective mainstream school, Stokesley School is able to cater for any learning difficulties that can be met through a reasonable adjustment to accommodation and resourcing. We do not rule out any student from applying for a place at Stokesley School, and will consider each case on its merits.

Universal Provision

Students with Special educational needs will under normal circumstances follow the same curriculum as other students, as part of the same mainstream classes. Within these classes, reasonable adjustments will be made to accommodate physical or sensory difficulties. All teachers plan and deliver lessons that are differentiated to meet the needs of all the individuals in their classes. Where special educational needs have been identified, this information is shared with classroom teachers, along with recommended strategies to enable teachers to plan effectively.

Where a student is identified as requiring additional support or different provision, we will discuss this with you. We will provide additional information to teachers about how they can best help your child and we may, in consultation with you, create an Individual Provision Map detailing precise actions that need to be taken by all teachers and setting personalised targets for your child.

All teachers and teaching assistants participate in regular CPD to develop and enhance their understanding of Special Educational Needs and good practice in the classroom

Additional Interventions to Secure Progress

Where a student requires more than just high quality teaching to secure progress, there may be a need for further interventions. These are matched to the needs of individual students and may include but are not limited to: Support for literacy and numeracy; specific support in one or more curriculum area; support with personal or emotional development; support for physical needs; support for social integration.

All interventions are led by trained staff, monitored carefully and outcomes are evaluated.

Where an intervention is considered necessary this will be discussed with parents or carers before it begins, and they will be informed of the outcomes.

Extra Adult Support

For some students it is appropriate to provide additional support in class from a teaching assistant. Our Teaching Assistants work closely with classroom teachers to ensure students receive the right balance of challenge and support, and are given structured opportunities to develop and demonstrate their ability to work independently.

Support from other agencies

On some occasions, in order to provide the most appropriate support for a student, school will seek the involvement of other specialist services. These include but are not limited to:

The Education Psychology service; Speech and Language Therapy; Autism Outreach; Enhanced Mainstream Schools.

Where we wish to make a referral to an outside service parents will be fully consulted, and will be invited to work with the service directly.

Local Authority involvement in high needs cases

For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request that the local authority review the case. This may result in an 'Education Health and Care Plan'. The SENCO, or a Parent Partnership Co-ordinator, can talk to you about this in more detail.

Student Progress

We maintain high aspirations for student progress regardless of special educational needs. We monitor progress regularly at progress review points, and more regularly where personalised targets are set. Students are consulted as part of progress reviews and in devising their Individual Provision Maps.

Emotional and Social Support

All students at Stokesley School receive support and guidance through the house system. Those requiring additional support for emotional and/or social issues can access this through the SEND team based on the Learning Support Centre, which offers a quiet safe space in which to develop social skills, with the opportunity for guidance and mentoring.

Support through transition phases

Students with Special Educational Needs may require additional support on transition from primary school, when choosing their option subjects for Key Stage 4, and when moving on to further or higher education. Vulnerable Year 6 students are invited to additional transition activities, and the SENCO liaises closely with primary schools to ensure we are prepared to meet specific needs. Students at Key Stage 4 have priority access to personalised careers guidance, and we have strong links with SEND support services in local colleges.

On-going communication with parents

Working in partnership with parents is at the heart of our practice. Parents of students with special educational needs are encouraged to contact SEN staff as often as they need to. More formal meetings will take place as outlined below.

For students with a Statement or Education Health and Care Plan:

- An annual review which is held every year to which parents and all agencies involved with the child are invited to attend. These reviews are person centred and include the views of the young person.
- A minimum of one interim review meeting per school year at which the targets from the annual review are monitored.
- An annual face to face meeting with the form tutor to discuss progress.
- An annual subject progress meeting with all subject teachers to discuss progress

For high needs students without a statement or EHCP:

- At least one meeting per school year to review the Individual Provision Map for the student. Any other agencies working with the student may be invited.
- An annual face to face meeting with the form tutor to discuss progress.
- An annual subject progress meeting with all subject teachers to discuss progress

For other students with SEN:

- An annual meeting with the form tutor to discuss progress.
- An annual subject progress meeting with all subject teachers to discuss progress
- Meetings with the SENCo by arrangement at point of need

Quality Assurance

Evaluation of the quality of Special Education Needs provision is undertaken as part of the school's quality assurance cycle.

Complaints

Verbal complaints relating specifically to SEND should be directed initially to the SENCo. If this does not resolve the issue, any parent who wishes to complain will be sent the complaints policy and the complaint will be dealt with under this procedure.

Key contacts

SENCO – Mr Chris Dolby

Senior ATAs– Mrs Jane Goldsmith, Mrs Helen Fletcher.