

# SEN Information Report for Stokesley School

## Document Control Table

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<b>Approved by</b>	Local Governing Body



### **Introduction**

This report is produced in line with the recommendations of the Code of Practice (2014) chapter 6. It outlines the provision available for children with SEND (Special Educational Needs and Disabilities) at Stokesley School. The arrangements below are also applicable to students who are looked after by the Local Authority and also have SEND.

### **Special Educational Needs that are provided for:**

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, taking into account the needs of the student and the resources available to us. We operate an inclusive mainstream model of provision and our SEN students are not taught separately to mainstream.

### **We identify and assess pupils with SEND using the following methods:**

Identification of SEND may arise through various means. Teachers may identify difficulty learning in the classroom, or parents may identify difficulties at home. At this point strategies will be put in place by the teacher to address the difficulty. If difficulties persist, further investigation takes place, gathering information from other teachers and undertaking any relevant assessment activities.

Students identified as SEND in their previous school will continue to be identified as such for at least the first term at Stokesley School, after which their progress and needs will be reviewed.

The SENCo is responsible for monitoring and evaluating the effectiveness of SEND provision. This includes the appropriateness of the curriculum, the quality of resources, and through liaison with subject leaders, the standard of teaching of SEND students.

### **Arrangements for consulting parents and including them in their child's education:**

The school and SEN department welcome contact from parents. All students named on the SEN register are allocated a named worker - a member of the SEN team to provide parents with an increased opportunity to communicate with and collaborate with our team. The named worker contacts all parents on their list at least once per term.

Parents are invited to take a proactive role in review meetings and where students have an Education Health and Care Plan (EHCP) and formal consultations take place annually in line with the Code of Practice.

### **Arrangements for consulting young people with SEN and including them in their education:**

Students are consulted through termly meetings with their named worker. In addition, students are invited to attend meetings (where appropriate) when their progress is being discussed. Students who have an Education, Health and Care Plan are formally consulted annually.

### **Our arrangements for reviewing the progress of pupils with SEND are as follows:**

Progress of students with SEND is monitored at every progress review point (PRP), by subject leaders and the SENCo.



Where specific interventions take place, a baseline is established from which progress can be measured at the end of the intervention.

For students with an EHCP, specific targets are set, monitored throughout the year, and reviewed at annual review meetings with parents.

**Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood:**

Transition from Primary to Secondary School: The SENCo, the Head of Year 7 and any other key staff visit primary schools and meet with staff and students. Where students have an Education, Health and Care Plan a member of the SEN team will attend year 6 or year 5 Annual Review meetings. Additional transition days are available for students with special educational needs in the summer term and Year 6 students and their parents are invited to attend additional enhanced transition activities, again throughout the summer term. Additional, bespoke transition activities and visits are arranged to meet the individual needs of the students transferring to the school.

Other key transition points: individual discussions with students and parents; students are offered additional interviews with the Careers Leader; accompanied visits to post-16 providers, where appropriate; highly personalised transition planning based on individual student need.

For students with an Education, Health and Care Plan, transition reviews from Year 9 are contributed to by the Careers Leader in the form of an additional interview and written report and advice.

Where students transfer into Stokesley School sixth form, the SENCo, working with the Head of Sixth Form, liaises with the students' previous schools, attends year 11 Educational, Health and Care Plan review meetings, meets with students and their parents and organises transition events.

**Our approach to teaching pupils with SEND includes:**

***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 a Learning Plan 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 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; preparing for adulthood.

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.

*\* In some cases the curriculum may need to be changed or adapted to meet the needs of an individual student. These decisions are made on a case by case basis.*

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN:**

The majority of students follow a mainstream curriculum. In line with the Disability Act, the school provides facilities to meet the requirements of students with more complex needs and is prepared to make reasonable adjustments according to individual student need.

### **The expertise and training of staff to support children and young people with SEN:**

The SEN team have a wide range of experience and expertise in supporting children and young people with SEN and hold a range of qualifications to Post Graduate Certificate level and we have a licensed Thrive Practitioner as part of our team. Where additional expertise is needed, this is sought and secured through the North Yorkshire Network of services, including the Hambleton and Richmondshire SEND Hub and through expertise available within the Arete Learning Trust.

### **Evaluating the effectiveness of the provision made for children and young people with SEN:**

The progress of all students, including those with SEND, is monitored through the PRP cycle. This takes place at different times across the academic year. The effectiveness of time limited, specific interventions is evaluated through measuring progress from a baseline and through evaluations of students, parents and staff.

### **How we enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

We recognise the entitlement for every student to be able to access as wide a range of opportunities as possible.



Suitably differentiated teaching, combined with targeted support from teaching assistants, enables the majority of students to take part in mainstream lessons. In some high needs cases, this access is further enhanced by the use of assistive technologies such as computer readers, reading pens, laptops etc.

Where students with physical disabilities cannot safely join in PE lessons we use adapted or specialist equipment to enable equivalent learning experiences to take place. We work closely with professionals from Health, such as Occupational Therapists and Physiotherapists, to ensure that we can build a programme which is suitable for the needs of individual students.

We acknowledge the importance of after school and lunchtime clubs as an important way for children with SEND to feel part of the school community. Where a student wants to attend a club, but would need additional support to attend the club, we make every effort to ensure that this support is available.

**The support available for improving social and emotional development, including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying:**

Students with SEND often find learning more stressful and the school day more tiring. These students are able to access the Learning Support Centre every break and lunchtime, where our team of teaching assistants provide both practical and emotional support. There is support available in our Engage and Aspire facility from the Ethos team who are available to provide emotional support. SEN and diversity awareness is incorporated into the whole school *Life* programme, as is the anti-bullying programme. We are aware that students with SEN are vulnerable learners who may become targets for bullying; consequently the *Life* programme addresses this through tutor time and this theme is also addressed through assemblies.

There are cases where students demonstrate more complex social, emotional and mental health needs. When appropriate, these students are referred to the school's licensed Thrive Practitioner, to our partners in the Wellbeing in Mind Team, to our Engage programme or to other relevant external agencies. The purpose of these referrals is to support the student to understand their mental health and to provide access for interventions designed to help the student to self-regulate and manage their emotions. We will always seek parent/ carer permission to make these referrals.

**How the school involves other bodies in meeting the needs of children and young people with SEN and their families:**

The school has strong, established links with various outside agencies. We work closely with colleagues in health, social care and education and with outside agencies such as: CAMHS, Local Authority Support Teams, Early Help. Any outside agency involved in meeting the needs of a student with an Education, Health and Care Plan is invited to attend or to contribute to the annual meeting.

**Concerns:**

If you have a concern about the provision made for a student with SEND, the first point of contact is the subject teacher (if this is a subject specific concern), a pastoral team member, such as the form tutor or Head of Year (if the concern is related to attendance or behaviour concerns), or the named worker for the student. Parents are also welcome to contact Mrs S. McGreal, the Special Educational Needs Co-Ordinator.



Complaints should be addressed in the first instance to the SENCo. If the issue cannot be satisfactorily resolved, the school's complaints procedure can be found on our website. Parents seeking additional support to resolve issues should contact SENDIASS. TEL: 01609 536198

**Local Offer:**

The school supports the Local Offer as published by North Yorkshire County Council and the LA Offer can be accessed here:

<https://www.northyorks.gov.uk/send-local-offer>

Due to the location of Stokesley School, we do make provision for students who reside in areas in other Local Authorities. We work with both Middlesbrough and Redcar and Cleveland Local Offers, which can be accessed here:

<https://www.redcar-cleveland.gov.uk/resident/schools-and-learning/access-inclusion/Pages/local-offer.aspx>

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

<b>Our SEND co-ordinator (SENCO) is:</b>	Mrs S. McGreal
Listed below are the names of staff members possessing expertise related to SEND	
<b>Name:</b> Mrs J. Wilkinson	<b>Job role:</b> Director of Pastoral Intervention
<b>Name:</b> Mrs H. Tansley	<b>Job role:</b> -Student Support and Inclusion Co-Ordinator
We have a team of Teaching Assistants with wide ranging experience and knowledge of SEND, including the following Higher Level Teaching Assistant colleagues: Mrs S Harris, HLTA Mrs A Tapper, HLTA Mrs K Hicks, HLTA Mrs A Smith, HLTA (Engage)	
<b>In addition, we use the services of the following specialists:</b>	NYCC Inclusive education service School Health Service COMPASS Reach The Bungalow Wellbeing in Mind

<b>Ownership</b>	Stokesley School Governors and Senior Leadership Team
<b>Date Updated</b>	September 2023
<b>Next Review Date</b>	September 2024

----- End of Information Report -----

**Policy Author:** Mrs S. McGreal, Assistant Headteacher - SENCo, Stokesley School  
**Monitored by:** Mr. M. Fenwick, Headteacher, Stokesley School  
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