Stockton Primary School

SEND Policy and Information Report

Adopted by Trustees:

Next Review Date:

Person responsible for overseeing the implementation: CEO

Chair of Trustees signature: 

School:

Policy Owner:

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1. Objectives of the Policy

At Stockton Primary School, we aim to ensure that all pupils, irrespective of barriers to learning, achieve their full potential. We are committed to recognising and responding to the individual strengths, needs and circumstances of each child, providing the support, challenge and opportunities needed for them to make successful progress. We provide a broad, balanced and relevant curriculum that enables all learners to flourish. We seek to be inclusive, nurturing and ambitious for all pupils, with all staff expected to actively support and uphold this ethos.

The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2015

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals, and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children



2. Definition of Special Educational Needs and Disabilities (SEND)

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them." Code of Practice, 2015

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

1. Communication and Interaction

This area includes difficulties with:

- Speech, language and communication: Challenges in understanding or using spoken language.
- Social interaction: Difficulty in engaging with others appropriately, including forming relationships.
- Autism Spectrum Condition: May include challenges with social communication, flexibility of thought, and sensory processing.

Support might include speech and language therapy, social skills groups, or structured routines.

2. Cognition and Learning

This refers to difficulties in:

- Learning at a slower pace than peers, even with appropriate differentiation.
- Specific learning difficulties (SpLD): Such as dyslexia (reading), dyscalculia (math), or dyspraxia (coordination).
- Moderate to severe learning difficulties: Where general learning ability is significantly below average.

Support might include tailored teaching strategies, assistive technology, or additional adult support.

3. Social, Emotional and Mental Health (SEMH)

This area covers:

- Emotional regulation difficulties: Such as anxiety, depression, or anger.
- Mental health conditions: Including ADHD, eating disorders, or trauma-related issues.
- Behavioural challenges: Often linked to underlying emotional needs.

Support might include counselling, behaviour support plans, or therapeutic interventions.

4. Sensory and/or Physical Needs

This includes:

- Sensory impairments: Such as visual or hearing impairments.
- Physical disabilities: Affecting mobility or coordination.
- Sensory processing difficulties: Where individuals may be over- or under-sensitive to sensory input.

Support might include occupational therapy, adapted equipment, or physical access arrangements

3. Roles and Responsibilities

The SENDCO at Stockton Primary School is Rachel Reed who has completed 'The National Professional Qualification for Special Educational Needs and Disabilities Coordination' on April 2026.

Name/Role	Contact Details
Headteacher – Anne Bedgood	01926 812483
SENDCo – Rachel Reed	01926 812483
Assistant Head – Natalie Harris	01926 812483
SEND Governor – Simon Kent	01926 812483

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEND Governors meet regularly with the SENDCO. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEND.

4. Facilities for vulnerable pupils or those with SEND

Stockton Primary School benefits from the following facilities:

- Wheelchair access to the main building and Nursery
- Disabled toilet facilities
- Two dedicated SEND rooms available for targeted interventions, including nurture support, academic intervention and small-group teaching
- Staff trained in Lego Therapy
- Staff trained in Drawing and Talking Therapy
- Staff trained in Emotion Coaching
- Staff trained in understanding the Zones of Regulation
- Staff trained in Speech and Language Intervention
- Staff trained in de-escalation techniques e.g. Team Teach
- Staff trained in ASC awareness
- Staff trained in MOVES
- Staff trained in Sensory Circuits

5. Identification, assessment, monitoring and review.

The rate of progress a child makes is carefully tracked and monitored during their time at Stockton. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will arrange a discussion with the SENDCO.

The SENDCO will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCO (e.g. Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENDCO, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

We ensure pupil voice is collected from children with SEN in our school by using accessible and inclusive methods such as visual aids and one-to-one conversations that suit individual communication needs. Regular feedback is gathered through trusted adults and support staff who know the pupils well, ensuring their views are heard and acted upon in decision-making.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register. This is known as School Support.

At Stockton Primary School, we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- **Assess**: Gather a detailed understanding of the child or young person's strengths and needs through observation, data, and input from professionals, families and the child.
- **Plan**: Develop a tailored support strategy with clear outcomes, agreed by all involved, including the child or young person where appropriate.
- **Do**: Implement the planned support consistently, using appropriate interventions and adjustments in the learning environment.
- **Review**: Evaluate the effectiveness of the support and progress made, adjusting the plan as needed in collaboration with all stakeholders.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND an Individual Learning Plan will be put in place and short-term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENDCO will be involved in the setting and reviewing of targets.

Records of all SEND pupils are stored by the SENDCo. This is overseen and managed by the Headteacher.

6. Provision for pupils with SEND

At Stockton Primary School, we aim to provide high quality teaching that is differentiated, adapted and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEND are in their learning and development. We do this through the use of PIXL assessments, WellComm Toolkit, Reading Eggs Assessments, Phonics Assessments, Boxall Profiles, SDQ's, observations and reviews of progress conducted by the specialist teacher.

We foster meaningful engagement between SEN and non-SEN pupils through inclusive learning opportunities and shared experiences, including structured group activities, collaborative learning, whole-school events and initiatives that celebrate diversity and individual differences.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked and overseen by the SENDCo and linked to Individual Learning Plans. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated termly.

Provision Overview at Stockton Primary School

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Universal	**All children receive quality first teaching**			
Targeted	- Additional reading 1:1 - Reading interventions though rapid readers and Reading Eggs - Additional guided support from teacher/TA - Phonics interventions - PIXL therapies across the academic subjects – delivered in small groups by a TA	- Referral to Connect for Health - Adaptation to timetable, provision etc to reduce anxiety - Mentoring - Nurture group - Interventions such as 'managing the anxiety gremlin' – Drawing and Talking Therapy - Movement breaks - Access to quiet space - Close liaison with parents - Access to therapeutic activities such as drumming lessons - Use of resources such as the Incredible 5 Point Scale - Emotion coaching	- Access to resources such as now and next boards, personalised visual timetable - Social interaction interventions such as Lego Therapy, Time to Talk, Think Good – Feel Good - Variation on demand and expectation - Adaptations to avoid triggers	-Additional reading 1:1 -Specific reading scheme – rapid readers -Additional guided support from teacher/TA -Phonics interventions PIXL therapies across the academic subjects – delivered in small groups by a TA -Sensory Circuits -MOVES programme - Targeted interventions such as Braille

Higher needs	Specialised testing from specialist teacher with recommendations and follow up reviews of progress Interventions 1:1 such as SALT Interventions such as Memory Magic Interventions such as Plus 1 and the Power of 2 Consultation with educational psychology if needed	Referral to RISE 1;1 support in the form of meet and greet, check ins throughout the day Access to educational psychology Contact with child's GP via the safeguarding channel Referral for art/play therapy	Referral to specialist teacher service for support and advice – Louise Bourne Meet and greet Increased level of 1:1 support Referral to educational psychology for support and advice Movement breaks Access to resource such as pomodoro clocks Adaptations to provision e.g. ensuring regular 'regulating activities such as sensory input, etc. personalised to the child's needs Referral to RISE/ neuro team Referral to AP for specific provision Referral for Inclusion Mentor	Specialised testing from specialist teacher with recommendations and follow up reviews of progress Interventions 1:1 such as SALT Interventions such as Memory Magic Interventions such as Plus 1 and the Power of 2 Consultation with educational psychology if needed

We ensure SEN pupils are supported around bullying through a proactive, inclusive and preventative approach, underpinned by our PSHE curriculum, including the explicit teaching of social skills, emotional literacy, respectful relationships and anti-bullying strategies. Staff closely monitor interactions, provide safe spaces, and work collaboratively with families and external agencies to ensure every child feels secure, heard and protected.

7. External Agencies

The SENDCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Stockton Primary School to review children with SEND in order to ensure the correct and appropriate provision is in place.

This includes:

- A specialist teacher from SEND Supported specialising in cognition and learning who spends ½ a day fortnightly at Stockton Primary School. She carries out assessments,

observations and direct work with pupils as well as providing advice and recommendations to teachers.
- A specialist teacher from SEND Supported specialising in communication and interaction who visits termly at Stockton Primary School. She carries out observations and advises on practice to support pupils with ASC or suspected neurological conditions.
- An Educational Psychologist (EP) from Golden Thread Psychology who spends 1 day a term at Stockton Primary School.

At Stockton Primary School we have access to:

- Speech and Language Therapy (SALT) service
- Physiotherapy and Occupational Therapy services – when the need arises and services are deemed appropriate – we continue to refer into this service particularly for sensory assessments for our pupils with EHCPs
- School Nurse/ Connect For Health
- Integrated Disability Service (IDS)
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Services
- Social Services
- Looked After Children (LAC) Service
- Warwickshire Transport Services (WTS)

8. Statutory Assessment (EHCP)

Most learners with SEND will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

If a local authority is requested to carry out an EHC needs assessment by a parent, young person, school or college, it must consider:

- whether the child or young person has or may have special educational needs (SEN); and
- whether they may need special educational provision to be made through an EHC plan.

If the answer to both of these questions is yes, the LA **must** carry out an EHC needs assessment.

This test is set out in the law (section 36(8) of the Children and Families Act 2014).

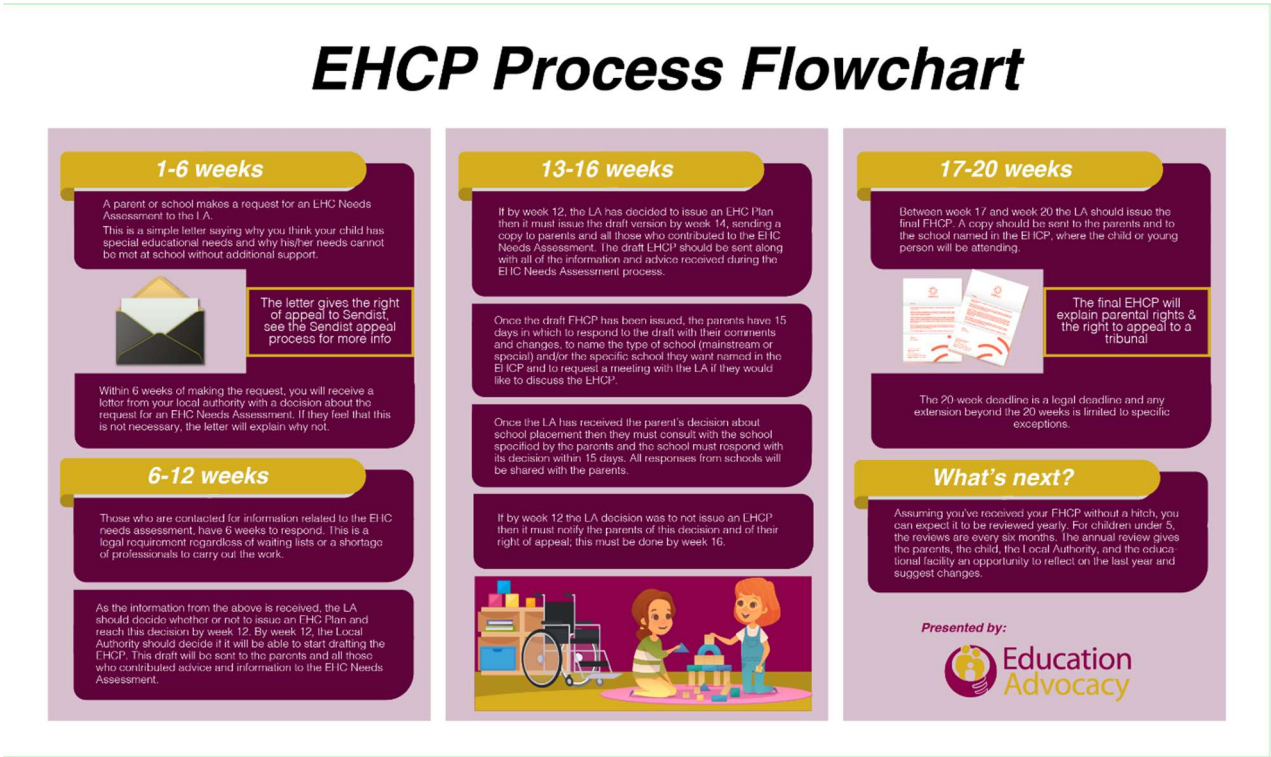
If your LA agrees to carry out the EHC needs assessment, it must follow a legal process and:

1. find out from a range of people what:

- educational, health and social care needs your child has,
- help is required to meet those needs, and
- outcomes are expected to be achieved by your child as a result of receiving that help.

2. decide whether it will issue an EHC plan for your child based on the EHC needs assessment evidence. Your LA must tell you whether or not it will issue an EHC plan for your child within a maximum of 16 weeks from the request for assessment.
3. issue an EHC plan if it is necessary for special educational provision for your child to be made via an EHC plan. Your LA must issue a final EHC plan no later than 20 weeks from the request for assessment.

Young people, you are also able to make these requests for yourself, although college can ask on your behalf. Your parents can help you with your request if you would like them to as well.



Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

The following people can make a formal request to the local authority for an EHC needs assessment:

- A parent or carer
- A young person if they are over 16
- An educational setting

Other professionals may make recommendations that an EHCNA may be required.

9. Staff training / CPD

It is the responsibility of the SENDCO to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCO will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities. Other leaders in school as well as external professionals, will also provide training as appropriate. Staff Training will be based upon the needs of the children within the school and may include training around Autism, ADHD, Speech and Language and Trauma.

All new staff within the Stowe Valley MAT receive a SEND induction which includes 3 hours of face to face training with the Director of Inclusion or the school SENDCo covering the following topics:

What is SEND?

The role of the SENDCo

The four broad areas of SEND

The Code of Practice and the Law

Education Health Care Plans

De-escalation and managing behaviours that challenge us

Their role within the assess, plan, do review cycle

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. An on-going programme of training is provided to relevant staff. Staff have training in supporting children with Autistic Spectrum disorders, supporting children with Attachment difficulties and delivering interventions to support reading development. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

The SENDCO keeps their working knowledge up to date by attending LA SENDCO network meetings, Trust SENDCo meetings and CPD through the LA and Trust.

10. Children with medical needs

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. Updated class medical information is passed on to the teacher every term and kept in the class supply file. A medical diagnosis or

a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

11. Transition & admissions arrangements

Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCO and the school's staff team to appropriately adapt provision. In some cases the SENDCO and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

Parents of children with SEN without an EHCP would apply to schools through the usual admissions process in Warwickshire.

If a pupil has an EHCP a parent should advise their PlanCo of the schools they wish to be consulted with.

In addition, Stockton Primary School has an established transition programme with our main feeder schools which include regular visits and familiarisation process.

When children leave/arrive at our school at the end of Year 6/year 7 the SENDCO and the Year 6/7 team meet with the receiving school's SENDCO and Head of Year. Information is shared both verbally and in writing by transferring the child's SEND file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged by children to their secondary schools to support transition. For children with an EHCP a transition package may be provided by the Specialist Teaching Service.

We recognise that some pupils will find any sort of transition difficult and plan for effective transition processes for SEN pupils. Some strategies may include personalised transition plans that involve familiarisation visits, visual timetables and social stories to reduce anxiety and build confidence. Key adults, including SEN staff and class teachers, work closely with pupils and families to ensure consistent support and communication.

12. Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

https://www.warwickshire.gov.uk/send

13.SEND Information and Advice Support Service (SENDIAS)

In keeping with the guidance contained in the 2015 Code of Practice, Stockton Primary School aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

https://www.warwickshiresendiass.co.uk/

14.Complaints and Appeals

In the event of any complaint being made, the SENDCO should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

15. Policy Review

This policy will be reviewed annually with the Governing Body, Director of Inclusion, SENDCO and Headteacher.

16. Links to Guidance and other policies

This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEND Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Acronyms used throughout the policy

SEND – Special Educational Needs and Disability

SENDCo - Special Educational needs Co-ordinator

STS – Specialist Teacher Service

SALT – Speech and Language Therapist

OT – Occupational Therapist.

EHCP – Education, Health and Care Plan.

EHCNA – Education, Health and Care Needs Assessment

ELSA – Emotional Literacy Support Assistant

AET – Autism Education Trust