



SEND INFORMATION REPORT

A GUIDE AS TO HOW PUPILS WITH
SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES ARE SUPPORTED AT
STOCKS GREEN PRIMARY SCHOOL



Stocks Green
Primary School

This report is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2014, SI 2014 1530 Special Educational Needs and Disability Regulations 2014, Part 3 Duties on Schools – Special Educational Needs Co-ordinators, Schedule 1 regulation 51– Information to be included in the SEN information report, Schedule 2 regulation 53 – Information to be published by a local authority in its local offer, Equality Act 2010, Schools Admissions Code, DfE 1 Feb 2012, SI 2012 1124 The School Information (England) (Amendment) Regulations 2012, SI 2013 758 The School Information (England) (Amendment) Regulations 2013. It should be read alongside the school's SEND Policy .

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OUR VISION AND VALUES FOR SUPPORTING PUPILS WITH SEND

At Stocks Green Primary School, we take pride in being an inclusive environment that welcomes and supports children with a range of learning, social, emotional, communication, and physical needs and disabilities. Our commitment to inclusion is rooted in our core values of Kindness, Respect, Honesty, Resilience, and Inclusivity, which guide our approach to supporting every child.

We strive to promote acceptance, understanding, and empathy for all pupils, celebrating the diversity that each child brings to our school community. Through a variety of effective assessment tools and strategies, we work to identify any Special Educational Needs and Disabilities (SEND) as early as possible. We believe that timely support can make a significant difference, and we do not wait for formal diagnoses before providing interventions that enable children to access the support they need.

At Stocks Green, we work collaboratively with pupils, parents, and other professionals, valuing their insights and input to create the best possible outcomes for each child. Our dedicated staff have high expectations for every pupil and set ambitious targets to help them achieve their full potential. To support this, we have clear plans and goals that are shared with parents, ensuring transparency and involvement at every stage.

We provide a range of specific, targeted, and effective interventions tailored to the unique needs of each child. However, we believe that the foundation of support lies in Quality First Teaching (QFT), delivered through outstanding classroom practices. We aim to reduce barriers to learning by equipping teachers with the skills and resources to differentiate their teaching, ensuring that all pupils, regardless of their needs, are fully included and supported in their learning journey.

We want every child to thrive academically, socially, and emotionally, and we are committed to working with families to diminish any barriers to achieving success. Our approach ensures that each child feels valued, supported, and empowered to reach their potential in a nurturing and inclusive environment.

OUR SENCO

Every school has to have a qualified and accredited person to manage SEN, called the SEND co-ordinator (or SENCo for short).

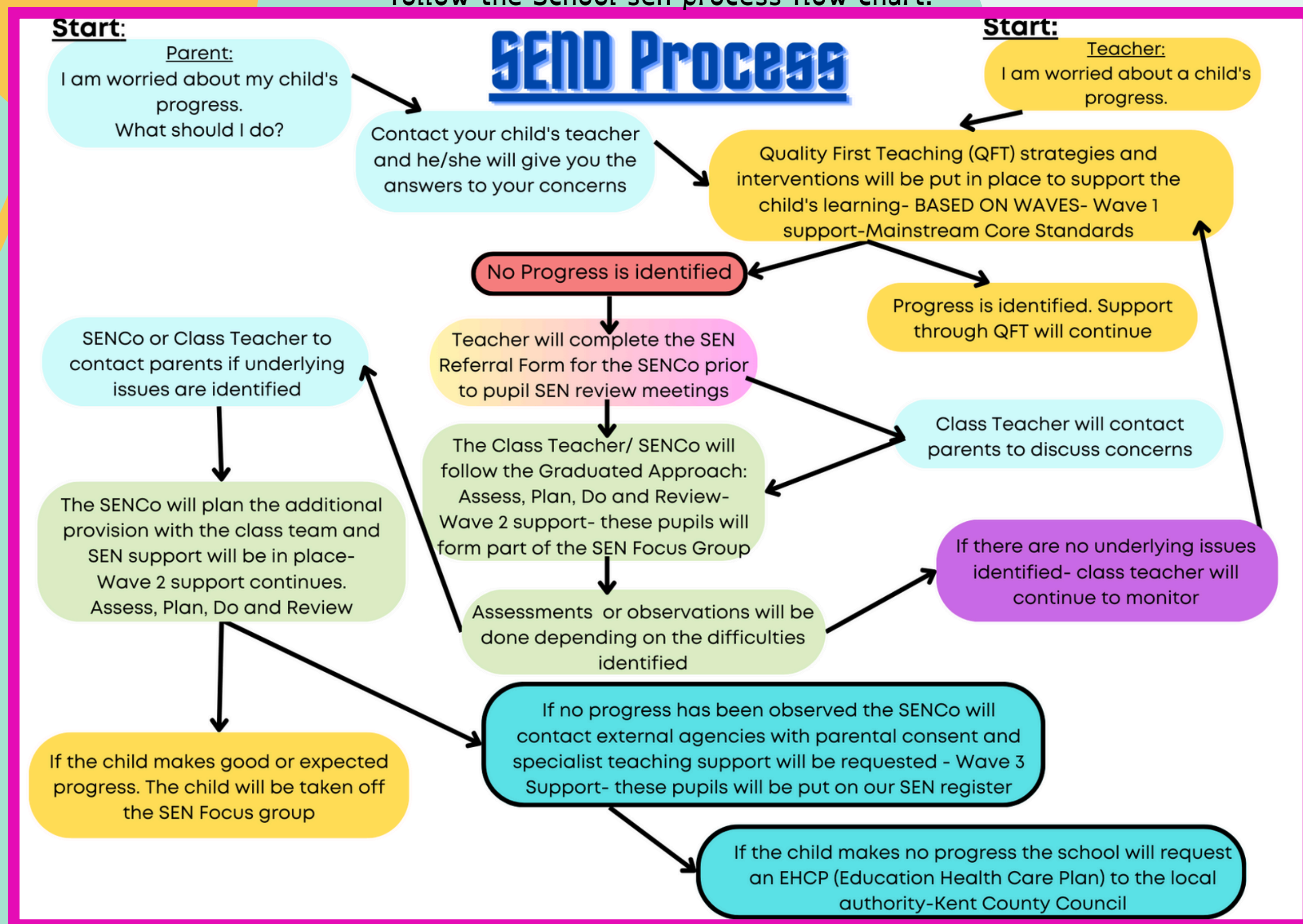
At The Stocks Green, the SENCO is Mr Joe Endersby, he is a qualified SENCo and has had many years in-class experience across the primary and Special needs sector.

He works five days per week-2 of those days teaching in class and can be contacted at school on 01732 832758 or via email on

j.endersby@stocks-green.kent.sch.uk

WHAT IF I HAVE CONCERNS ABOUT MY CHILD ?

If you have concerns about your child, your first port of call will be your child's class teacher who will be happy to meet with you to explore these further. Depending on any needs identified, the class teacher will follow the School sen process flow chart.

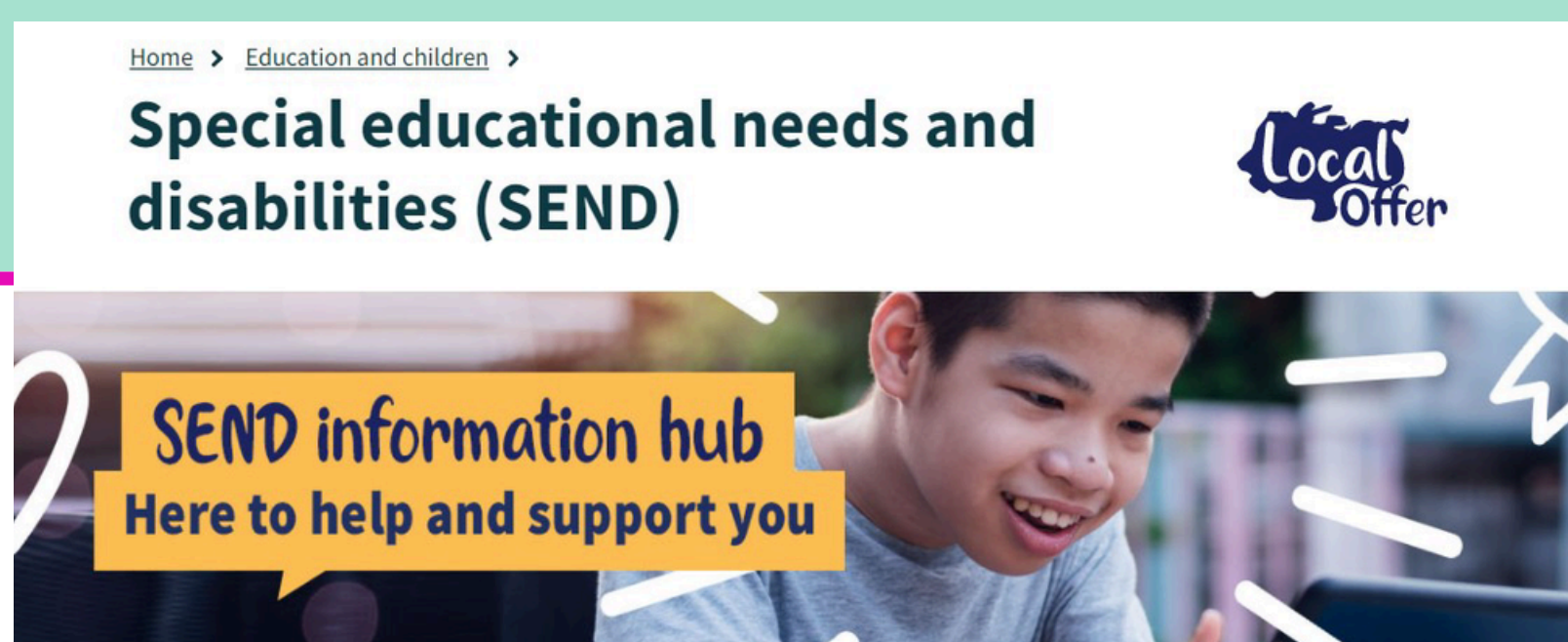


KCC LOCAL OFFER

A local offer gives children and young people with special educational needs or disabilities and their families information about what support services are available in their area.


Kent County Council publishes their Local Offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>



The school also utilises the Local Offer in meeting the needs of pupil's with SEND in the school. This includes but is not limited to:

- NHS services – including the School Nursing Service and Community Paediatrics
- Early Help Service, including organisations like Salus
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy, assessment or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team
- Membership of LIFT for access to advice from the specialist teaching and learning service, educational psychology services, NHS SALT and Early Help
- Consultations with specialist teachers and speech and language therapists through STLS / SALT surgeries
- Subsidised training accessed via our Local Special Schools' (Nexus and Five Acre Wood) outreach services
- Information and Advice Service Kent (IASK)
- Link to Disabled Children's Service for support to families for some pupils with high needs



THE TYPES OF SEND WE CAN PROVIDE FOR AT STOCKS GREEN

At Stocks Green, we can make provision for every kind of frequently occurring special educational need for example: dyslexia, speech and language needs, autism (ASD), learning delays, co-ordination difficulties, physical disabilities and social, emotional and mental health difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

Whatever the child's difficulty, we aim to work with parents and professionals to develop an effective plan to meet the child's needs.

ACCESSIBILITY PLAN

Our accessibility plan sets out the increasing extent to which pupils with disabilities can access the curriculum. It also shows the improvements we have made to the physical environment to take better advantage of the education, benefits, facilities and services we provide. This information, alongside how we are improving the availability of accessible information can be found on our school website.

Stocks Green is an inclusive environment and does not discriminate in its admission of pupils with SEND or disabilities.

For pupils with an EHCP, KCC will formally consult with the school to ensure we can meet the requirements set out in the EHC plan.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'


The definition of 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.

A child has a learning difficulty or disability if they:

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

(b) 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



HOW WE IDENTIFY SEND



At STocks GREEn, we adopt a cyclical approach to the provision for our pupils with SEND. We call this the 'assess, plan, do, review' cycle.

Teachers use a range of class based techniques to assess pupils progress and identify any potential SEND

Continuous Assessment Throughout Lessons: Teachers regularly check pupils' understanding during lessons using questioning, class discussions, and quick checks to ensure comprehension and identify areas needing support.

Assessing Knowledge Retention through Retrieval Practice: Teachers use activities that require students to recall previously learned information, helping assess their retention over time and reinforcing learning.

Teacher Assessment Against the National Curriculum Expectations: Teachers evaluate student performance in relation to the expected standards outlined in the National Curriculum, ensuring that they meet required learning objectives.

Phonics Assessments and Screenings: Specific assessments, such as phonics screenings, are used to evaluate early literacy skills, which are critical for young learners.

Termly Formative Assessments: Teachers conduct regular assessments each term to track progress, allowing them to adapt teaching strategies and provide targeted support as needed.

Standardised Tests: These tests, like reading age assessments or NFER (National Foundation for Educational Research) assessments, provide benchmarks for comparing pupil performance against national standards.

End of Year Summative Assessments: At the end of the academic year, teachers carry out comprehensive evaluations to summarize pupils' learning over the entire year.

Continuous Teacher/Teaching Assistant (TA) Observation: Ongoing observation by teachers and TAs helps in identifying subtle signs of learning difficulties or SEND that may not be evident through formal assessments alone.

Additionally, teachers use their professional training and knowledge of child development to evaluate pupils' progress against the broader curriculum. This holistic approach includes consideration of physical, social, and emotional development, not just academic achievements. By employing these varied strategies, teachers can gain a comprehensive understanding of each pupil's needs and provide appropriate support.

Where these assessments identify a potential difficulty, teachers will discuss their findings with the SENCo.

The SENCo may utilise some further, in-depth assessments to establish the needs of the child.

These may include tools like: Dyslexia Screening, Dyslexia Portfolio, Dyscalculia Screening, Cognitive Ability Tests (CATs), Fine motor skills assessments (Clever Fingers), Gross Motor Skills assessments (BEAM), Speech Link Assessment, Language Link Assessment, Language for Learning observation, Leuven Scales, Boxall Profile, Strengths and Difficulties Questionnaire (SDQ), Resilience Conversations, Stir-ling Children's Wellbeing Scale, Me and My Feelings Assessment, Child and Youth Resilience Measure.

These formal assessments may be supported by in class observations of the child.

Teachers also meet three times per year with members of the senior leadership team & the SENCo to track the progress of all the pupils in their class to ensure that each child is making expected progress

Following these assessments, teachers will meet with parents, alongside the SENCO to discuss the findings and agree a support plan for the child.

The majority of our in-school assessments are designed to identify needs and are not diagnostic assessments.

Where school-based assessment has identified a more complex need, the school can seek further assessment from other professional bodies.

These include:

- The Specialist Teaching Service via surgeries or through a referral to LIFT
- The NHS—paediatrics, Occupational Therapy, Speech and Language Therapy, School Nursing Service
- Our own Speech and Language Therapist
- Commissioning an Educational Psychologist

Identification of need at any of these three stages, may result in the child being placed on the SEND register. A child is identified as having SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them.

Where a child's need for support meets this threshold, parents will be informed.

HOW WE SUPPORT PUPILS WITH SEND



Once assessments have been completed and needs agreed the SENCo and Class Teacher will draw up a **provision plan** that sets out all of the support that the child will be receiving.

When establishing the provision plan, the school will seek the input of the child and their parents. Provision plans are shared with parents so they can be clear about the support that is in place for the child.

The provision plan will detail two waves of support:

Personalised strategies—the things that will be done to adjust the curriculum and teaching environment to ensure that the child makes good progress.

Targeted interventions—small group or individualised support outside of the curriculum that addresses the child's SEND

| SEN Support Plan | | | | | | | | | |
|---|----------|-----------------------------|----------|-------------------------------------|----------|-------------------------------|----------|------------|----------|
| Term/SEN Support Plan start date: | | Pupil name | | TERM 1 2024 | | Date of birth | | Year group | |
| | | | | | | 3rd July 2018 | | 2 | |
| Categories of special educational needs/disabilities | | | | | | | | | |
| Cognition & Learning | | Communication & Interaction | | Social, Emotional and Mental Health | | Sensory & Physical Disability | | | |
| LD | Yes / No | SLD | Yes / No | SLCH | Yes / No | ASD | Yes / No | VI | Yes / No |
| No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No | Yes / No |
| Barriers to learning | | | | | | | | | |
| Assess | | | | | | | | | |
| Detail of need | | | | | | | | | |
| BLANK struggles to sustain attention on tasks, particularly when multiple instructions are given or when there are distractions in the environment. This affects his ability to complete tasks in a timely manner. | | | | | | | | | |
| BLANK often refuses to complete learning tasks and negotiates with staff for conditions that make him more comfortable, leading to missed learning opportunities. | | | | | | | | | |
| BLANK has difficulties with social communication, understanding social cues, turn-taking, and using social language appropriately in different contexts. These difficulties hinder his ability to form and maintain friendships and engage socially with peers. | | | | | | | | | |
| Plan | | | | | | | | | |
| Short-term (termly) targets for the pupil | | | | | | | | | |
| BLANK will increase his focused engagement during adult-led learning activities to a total of 30 minutes per day, with minimal reminders to stay on task. | | | | | | | | | |
| BLANK will increase his engagement... | | | | | | | | | |
| Do | | | | | | | | | |
| Cognition and Learning - Core Offer | | | | | | | | | |
| Wave 1 - Universal strategies - most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children. | | | | | | | | | |
| Class Teaching Team | | | | | | | | | |
| Quality First Teaching strategies: • Adaptive curriculum. • Discrete expectations. • Clear classroom routines. • Differentiated Teaching styles. • Modelling of skills. • Success criteria. • Group guided reading. • Working walls. | | | | | | | | | |
| In-class TA and Class Teacher support. • Use of visuals to support learning e.g. Task board, visual timetable, word mats. • Use of writing frames. • Visual support: visual timetables, Task boards. • Use of manipulatives e.g. transition. • Use of Technology to support learning. • Dyslexia friendly classrooms. • ADHD friendly classroom. Specific strategies to support Focus, Attention and listening in the classroom. | | | | | | | | | |
| Wave 2 - Targeted approaches - a small group of children will still struggle to make progress with their learning despite effective Wave 1 | | | | | | | | | |
| Class Teaching Team | | | | | | | | | |
| In-class additional targeted teacher support. • In-class targeted small TA group support. • Pre-teaching opportunities in small groups. • Overlearning opportunities in small groups. | | | | | | | | | |
| Multisensory teaching approach. • Booster opportunities. • Catch up programmes e.g. TT Rockstars, Purple Mash. • Guided reading support in small groups. • Specific interventions to close the gap in learning. | | | | | | | | | |
| Wave 3 - Personalised approaches - Only a few children will need this highly personalised support to make progress. | | | | | | | | | |
| SENCo | | | | | | | | | |
| Class Teaching Team | | | | | | | | | |
| 1:1 personalised support. • Individualised curriculum. • Catch up programmes. • Precision teaching e.g. Toe by toe. • Colourful semantics, memory interventions. • Personalised Toolkits. • Interventions tailored by SLTs/ SALT. • 1:1 Reader/ Scribe support. Exam accessibility arrangements. • Tinted Notebooks/overlays. | | | | | | | | | |
| Liaison and supervision of specific and targeted interventions. • Advice through Pupil Progress Meetings and SEN reviews. • Referral to external services. • Resourcing targeted interventions Referral to Specialist Teaching Services (STLS) surgeries. • Referral to Local Inclusion Forum Team (LIFT). • Referral to Speech and Language Therapist. • Referral to Educational Psychologist. | | | | | | | | | |

The provision plan is centred around an SEND Outcome that has been co-produced with parents and the pupils. The SEND Outcome sets out what the SEN provision hopes to achieve. We set these as outcomes for the end of each Key Stage. Each provision will have a short term target that we can measure progress against.

Provision plans are written for all children who are on the SEND register. The school funds the support for these pupils by utilising our 'notional SEN funding'. Some pupils need very high levels of support and where that support costs the school more than £6000, we can claim top up funding from Kent County Council.

Some children's needs are complex and require KCC to make provision for them through an Education, Health and Care Plan, details of this can be found on KCC's SEND Portal. The school will work with parents and professionals to establish whether an EHCP would be appropriate for the child through the assess-plan-do-review cycles.

SEN support is available at Stocks Green School regardless of whether the child has a diagnosis or EHC Plan.

The school has lots of knowledge about appropriate strategies and interventions to use for each type of SEND. We draw on our training, experience, wider reading and the latest research when suggesting personalised strategies and interventions. We have a well established set of whole school provision maps that set out the support available for each type of need and draw upon these when writing our provision plans.

We can also seek further advice about support strategies for pupils from outside agencies such as LIFT, Specialist Teaching Service, Speech and Language Therapists, Occupational Therapists, Community Paediatricians and Educational Psychologists.

We will detail their recommendations in the child's provision plan.

HOW WE SUPPORT PUPILS WITH SEND



High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

SEN Code of Practice (2015, 6.37)

At Stocks Green Primary School, Quality First Teaching (QFT) is the foundation for supporting all pupils, including those with special educational needs and disabilities (SEND). The approach ensures that high-quality teaching is delivered to meet the diverse needs of every child in the classroom. Here's how QFT and adaptive teaching are implemented as part of the school's SEND provision:

Inclusive Classroom Practices

- Teachers provide high-quality, differentiated instruction that is responsive to the needs of all pupils, including those with SEND.
- Lessons are carefully planned to include visual, auditory, and kinaesthetic learning styles, ensuring that every child has access to the curriculum.
- Classrooms are well-organized with clear routines and expectations, helping children with additional needs feel secure and able to focus on learning.

Differentiation and Scaffolding

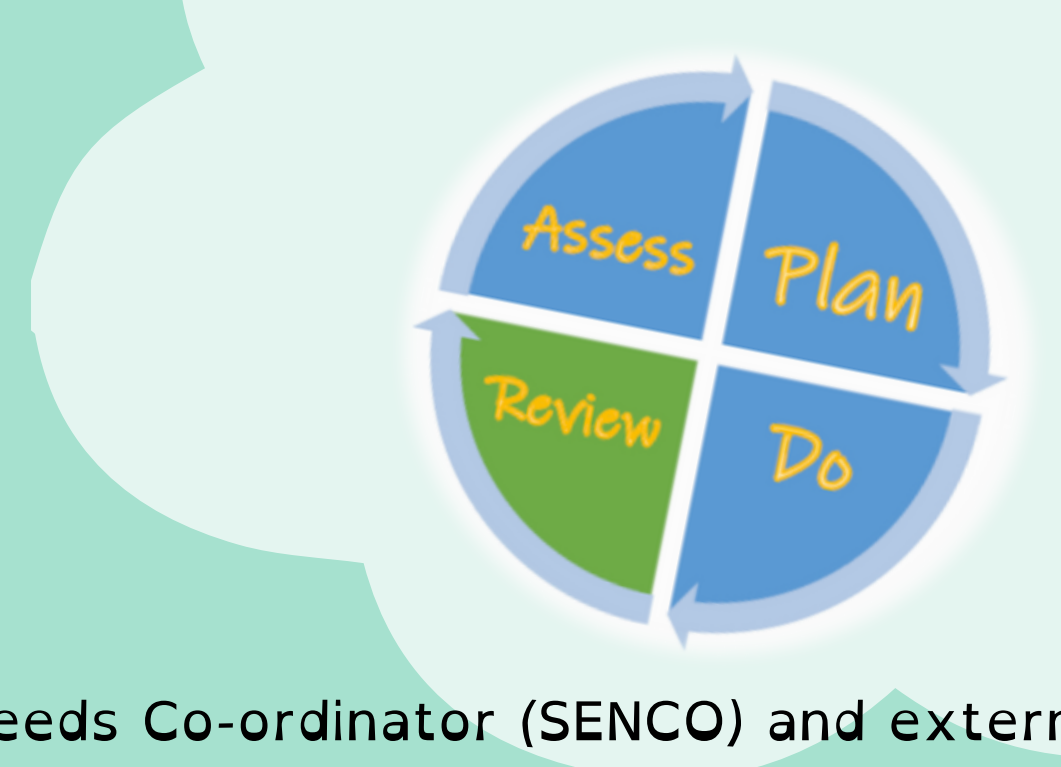
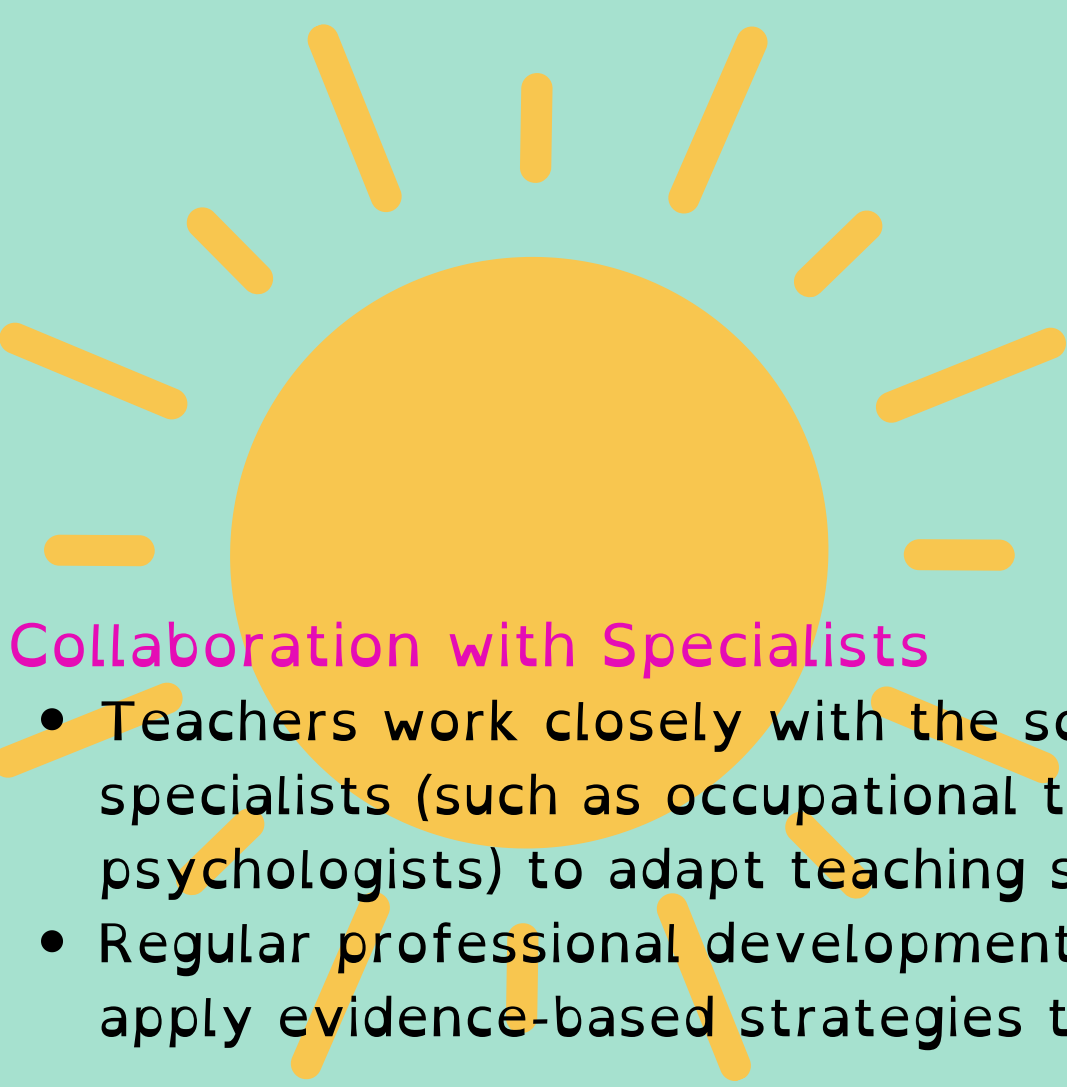
- Differentiation involves adapting teaching content, processes, and products to accommodate different learning needs. This might include breaking tasks into smaller, more manageable steps or using additional resources (such as visuals or manipulatives) to support understanding.
- Scaffolding strategies such as structured frameworks, worked examples, or guided practice are provided to help pupils access learning materials.
- Teachers use targeted questioning to stretch and challenge all pupils at their level, helping those with SEND to engage meaningfully with the curriculum.

Adaptive Teaching

- Adaptive teaching refers to making real-time adjustments to teaching strategies and resources based on the immediate needs of pupils. At Stocks Green Primary, teachers monitor pupil progress closely and modify their teaching to support those who need additional help or challenge.
- Adaptations may include altering group sizes, using tailored resources, or providing extra adult support through teaching assistants to ensure each child can participate fully in lessons.
- Pupils with SEND benefit from personalised learning approaches, such as individualised targets and additional practice sessions, tailored to their specific needs.

Use of Assistive Technology and Tools

- The school utilises assistive technologies such as reading software, speech-to-text tools, and tablet devices to support pupils with learning difficulties or disabilities.
- Fidget toys, visual timetables, and sensory tools are also incorporated to assist children with autism or sensory processing needs in regulating their attention and emotions.



Collaboration with Specialists

- Teachers work closely with the school's Special Educational Needs Co-ordinator (SENCO) and external specialists (such as occupational therapists, speech and language therapists, or educational psychologists) to adapt teaching strategies for pupils with SEND.
- Regular professional development sessions equip teachers with the knowledge and skills needed to apply evidence-based strategies to support SEND pupils.

Focus on Wellbeing and Social-Emotional Learning

- Stocks Green Primary School recognizes the importance of social and emotional development. Teachers create a supportive, positive classroom environment where pupils with SEND feel valued and understood.
- Restorative approaches and positive behaviour management techniques are used to promote self-regulation and emotional resilience in children with SEND.
- Peer support systems, such as buddy schemes, encourage inclusive social interaction and help SEND pupils build confidence in their abilities.

Continuous Assessment and Feedback

- Teachers use a range of assessment methods (such as observation, questioning, and formal assessments) to evaluate the progress of pupils with SEND.
- Regular feedback and adaptations to lesson plans are made based on ongoing assessments, ensuring that each child's learning needs are met in realtime.

Parental Involvement and Communication

- Stocks Green Primary fosters strong partnerships with parents of children with SEND. Teachers maintain regular communication with families to share progress and collaboratively plan additional support.
- Parents are also involved in creating and reviewing Individual Education Plans (IEPs), ensuring that their child's education is tailored to their unique needs.

Through the application of Quality First Teaching and adaptive teaching strategies, Stocks Green Primary School ensures that all pupils, including those with SEND, are given the best opportunity to succeed in an inclusive and supportive learning environment.

At The Stocks Green School, we are fortunate to have a fully accessible building, which aligns with our inclusive ethos and commitment to high standards of tolerance and behaviour. This allows us to support a wide range of special educational needs and disabilities (SEND). We take into account the recommendations from both internal and external assessments, including those outlined in Education, Health, and Care Plans (EHCPs), and make reasonable adjustments to the environment as needed to accommodate these recommendations. All clubs, trips, and activities offered at Stocks Green are available to pupils with SEND, regardless of whether they have an EHCP. When necessary, we allocate resources to provide additional adult support, ensuring that pupils can safely and fully participate in all activities.

The school has devised whole school provision maps that set out the support we are able to provide for all areas of SEND. They can be found on the Whole School Provision Map page of the school website. These approaches take account of Kent County Council's Mainstream Core Standards—these are the expectations of mainstream schools in meeting the needs of SEND pupils. Links to the Mainstream Core Standards and a handy parents guide can be found on our school website.
<https://www.stocksgreenprimary.co.uk/send/>

WELLBEING

Stocks Green Primary School's commitment to wellbeing is deeply intertwined with its emphasis on mental health and its core values of kindness, respect, honesty, resilience, and inclusivity. These values not only form the foundation for the school's behaviour policy but also guide its holistic approach to supporting pupils' mental health and emotional wellbeing.



Inclusive and Supportive Environment for Mental Health

The school prioritizes creating an environment where pupils' mental health is recognised, supported, and nurtured. By offering a fully accessible building and providing necessary adjustments, the school ensures that pupils with Special Educational Needs and Disabilities (SEND), as well as those without, have equal opportunities to thrive in all aspects of school life. This reflects a deep commitment to inclusivity, ensuring that every child feels seen, understood, and supported in their emotional and academic needs.

School Values and Mental Health

The school's values—kindness, respect, honesty, resilience, and inclusivity—directly support pupils' mental health by promoting a culture of understanding and empathy. These values encourage pupils to approach challenges with a growth mindset, to be kind to themselves and others, and to be honest about their feelings.

Kindness: Promoting kindness within the school helps create a **caring and compassionate environment**. Pupils are taught to support each other emotionally, which reduces feelings of isolation and encourages a sense of belonging. Acts of kindness, both small and large, help boost emotional wellbeing and create a positive school culture where pupils feel safe to express their feelings.

Respect: The value of respect encourages pupils to **value both themselves and others**. It plays a crucial role in mental health by fostering self-respect and respect for differences, ensuring pupils understand and **appreciate diversity** in the school. This **respectful environment** helps reduce bullying, discrimination, and other negative behaviours that can impact mental wellbeing.

Honesty: Encouraging honesty helps pupils feel comfortable sharing their emotions and seeking help when needed. It also **fosters trust** between students and staff, ensuring that pupils feel they can be open about their mental health struggles **without fear of judgement**. This creates a space where mental health concerns are addressed early, supporting proactive mental health care.

Resilience: The school encourages resilience by helping pupils develop coping mechanisms and a **positive mindset** in the face of challenges. This is critical for mental health, as pupils are taught to handle difficulties, setbacks, and stress in healthy ways. By normalizing the idea that it's okay to make mistakes or encounter obstacles, the school equips pupils with tools to manage anxiety, stress, and emotional ups and downs.

Inclusivity: Stocks Green is committed to creating a **supportive environment** where all pupils, regardless of their mental health needs or SEND, feel included. This value ensures that mental health support is not a one-size-fits-all approach. The school recognises that different pupils require different forms of support and tailors its strategies accordingly, ensuring equitable access to emotional and mental health resources.

HOW WE REVIEW AND EVALUATE SEND PROVISION



The provision in place for each pupil with SEND is reviewed regularly in school—the frequency of which may vary depending on the needs of the child. However, parents should expect at least three reviews per year—one at each parent’s consultations and one at the end of the academic year that incorporates the child’s new teaching team.

Each review of the SEN provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress towards targets

The School’s Headteacher and SEND Governors are responsible for reviewing the quality of provision for SEND.

The SENCo and Headteacher, alongside the SEND governors, produce an annual report that evaluates the effectiveness of SEND provision. This is published on the SEND pages of the school website.

It looks at a range of data and evidence sources to establish whether the school is effectively meeting the needs of its SEND pupils.

The SENCO uses this review and evaluation to inform a strategic development plan for SEND to ensure that the school upholds its high standards for SEND and continues to be forward thinking and evidenced based in its approaches. This strategic plan is developed with consideration to the school’s School Improvement Plan, Accessibility Plan and Equality Objectives.

The review of the provision will enable forward planning and highlight any need for further assessment, including through involving external agencies.

Following a review, an updated provision plan will be shared with parents.


The school is flexible in its review processes and encourages timely reviews where it is appropriate for the needs of the child. Parents are welcome to request a SEN review with their child’s teacher at any time and likewise, teachers may invite parents, the child or other professionals for a review outside of the school’s typical cycles.

For pupils with an Education, Health and Care Plan, there will be an Annual Review of the child’s EHC plan which will include any professional currently involved with the child, the child, the class teaching team and the parents. Sometimes a representative of Kent County Council will also attend. These annual reviews are organised and chaired by the SENCo.

The review of SEN provision will consider progress towards the child’s short term targets and overall SEND outcome/s. At the provision review meeting, the team around the child may agree that the provision they require to make progress no longer meets the threshold for SEND and instead is more representative of the core offer available to all pupils. If the child has made good progress, their outcomes have been met and they no longer require SEND provision, they will be removed from the SEND Register.

Alternatively, the review may highlight a lack of progress despite SEND provision in place. In this circumstance, the school will increase the provision and seek the advice of external agencies.

Where the assess, plan, do, review cycle has been exhausted, the SENCO will liaise with parents about next steps, including considering additional funding and statutory assessment to evaluate whether an EHCP would be appropriate.



FURTHER SUPPORT AND INFORMATION FOR PARENTS

At Stocks Green Primary School, we are proud of the relationships we have with parents and the way that we work together to shape provision for their children. Parents are always welcome to make contact with their child's class teacher or Mr Joe Endersby, our SENCo if they need any advice or support around their child's SEND.

Information, Advice and Support Kent or IASK provides a free and confidential, information, **advice and support** service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to **empower parents, children and young people** to fully participate in discussions and make informed choices and decisions. Also to feel confident to **express their views and wishes about education** and future aspirations.

They can be contacted on

HELPLINE: 0300 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

KCC's Local Offer is also available online which sets out the support for SEND available in the local area.
<https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

COMPLAINTS

The normal arrangements for the treatment of complaints at Stocks Green are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with the child's class teacher and SENCo in the first incidence.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school

If the parental concerns have not be resolved by the class teacher parents can contact the SENCO who will meet with the parents to hear their concerns and where appropriate, will investigate further. Once parents have exhausted the informal complaints procedure, they can make a complaint to the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.



GLOSSARY OF TERMS

ASD / ASC

Autistic Spectrum Disorder / Autistic Spectrum Condition

ADHD

Attention Deficit Hyperactivity Disorder

Cognition and Learning (C&L)

One of the four areas of SEND that encompasses any difficulty with learning or thinking. This includes conditions such as dyslexia and ADHD.

Communication and Interaction (C&I)

One of the four areas of SEND that encompasses speech and language needs as well as social communication difficulties (such as autism)

Differentiation

Ways that teachers adapt the curriculum and their teaching style to accommodate the special educational needs of the children in their class.

EAL

English as an additional language.

EHCP

Education, Health and Care Plan. A legal document that sets out the special educational needs and provision for pupils with high levels of SEND or complex SEND

IASK

Information and Advice Service Kent. A supportive service for parents to help them to work with schools in establishing and meeting the needs of SEND pupils

KCC

Kent County Council—sometimes referred to as the LA—local authority

Mainstream Core Standards

A set of supportive approaches, tools and strategies that mainstream schools can facilitate for children with SEND

Outcome

A special long term target that sets out the aim for the SEND provision for the child. This is developed in conjunction with the child, parent and any professionals involved.

PD

Physical Disability

Provision Plan

A document that sets out all of the support in place to meet the child's special educational need.



GLOSSARY OF TERMS

SALT

Speech and Language Therapist—a qualified professional that specialises in speech sound production, understanding of language, spoken language, social use of language, selective mutism

SEMH

Social, emotional and mental health—an area of SEND and wellbeing.

SENCO

Special Educational Needs Co-ordinator. The qualified teacher in school that co-ordinates the extra support for all pupils with additional needs

SEND

Special Educational Needs and Disabilities

SEND Code of Practice

The legal document that sets out how local authorities and schools should meet their duties in the identification and support of pupils with SEND. Stocks Green Primary School follows the Code of Practice.

SEND Register

A register of all children in the school that meet the threshold for being identified as having a special educational need. All children on the SEND Register will have a provision plan, detailing how the school will meet their needs.

SEND Support

A category under which children are identified on the SEND register—that they are receiving SEND Support. Alternatively, a child may be registered under the category EHCP (see above) where an EHC Plan has been issued by Kent County Council.

Statutory Assessment

The legal process that the Local Authority assesses a child's special educational needs and evaluates whether they meet the threshold for an EHCP.

Whole school provision map

strategic document that outlines the educational provisions available for all students in a school, including those with special educational needs and disabilities (SEND), as well as targeted and specialist interventions.