SEND Information Report 2026-2027

Stoke Lodge Primary School

Stoke Lodge
Primary School

What is the vision for SEND at Stoke Lodge Primary?

At Stoke Lodge we have worked hard to develop provision for all pupils. #TeamSLP are committed to developing inclusive cultures, policies and practices to ensure our pupils receive the quality education they deserve. We actively seek to remove barriers to learning that might hinder or exclude individual pupils or groups of pupils. We believe in **EQUITY** for all.
We recognise that all children have different needs. Through our planning and assessment procedures we meet those varied needs within the classroom by careful scaffolding and differentiation of work. Our broad and balanced curriculum is designed to inspire all learners and encourage them to **STAY CURIOUS**. It has a strong focus on the skills required combined with the knowledge and understanding that reflects what our pupils need to believe in themselves, achieve beyond their expectations and succeed and enjoy life.

At Stoke Lodge we aim to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the SEN and Disability Act and relevant statutory guidance are implemented effectively across the school.
- Identify and provide for pupils who have special educational needs and additional needs.
- Ensure equality of opportunity for by eliminating prejudice and discrimination.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through scaffolding learning by class teachers, our SENCo and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to scaffolding classroom provision, for pupils recorded as having SEN Support.

- Ensure that pupils with SEN&D are perceived positively by all members of the school community, and that SEN&D and inclusion provision is positively valued and accessed by staff and parents/carers.
- Provide support and advice for all staff working with SEN&D children.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve pupils themselves in planning and in any decision making that affects them.
- Ensure access to the curriculum for all pupils including those with SEN&D.

What is Special Educational Needs and Disability (SEND)?

The SEND Code of Practice (2014) states that a child or young person has SEN if they have a learning difficulty or disability, which calls for special education provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four broad areas of need. These areas help to ensure appropriate provision is put in place for your child. In some cases, your child may have a need that falls into more than one category.

Communication and interaction – this includes children who have difficulty in communicating with others, for example, a speech and language difficulty. It may also include children and young people with ASD, for example, autism or Asperger's syndrome who may have difficulty interacting with other people.

Cognition and learning – learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD). Specific

learning difficulties (SpLD) affect one or more aspects of learning and may include dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health – a social, emotional or mental health need may present itself in many ways. For example, the young person may become withdrawn, become isolated or demonstrate challenging behaviours. These behaviours may be indicative of underlying mental health disorders such as anxiety or depression. Other children may have attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs – some children and young people require additional support due to a disability that hinders them from using educational facilities. For example, this could be a visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). This will all require specialist support and/or equipment to access their learning.

How are children with Special Educational Needs identified at Stoke Lodge?

Identifying children with an additional need early, along with effective provision improves long-term outcomes for children. At Stoke Lodge, we have a clear approach to identifying children with additional needs (see SEN Pathway at the end of this report).

Quality First Teaching:

The role of the class teacher is fundamental. Our teachers are supported by the Leadership Team to provide Quality First Teaching. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have additional needs. Our class teachers are responsible for personalising learning ensuring that any additional needs are identified and met.

During lessons, class teachers and support staff lead guided groups to focus on a specific skill linked to the learning. All pupils receive support in English and Maths in a guided group twice per week. Guided groups may not last the whole lesson, teachers and support staff may work with more than one group. Guided groups can be identified during the lesson using

Assessment for Learning strategies (e.g. hinge questions) or pre-planned after marking learning from the previous session.

As a staff, we have been working to develop our expertise to ensure work is pitched appropriately and supported accordingly. At Stoke Lodge we know that supporting learning does not necessarily mean different tasks, our teachers may use scaffolding strategies to support through the way they deliver inputs to individuals or groups of pupils, as an example.

Additional Intervention

Where a young person requires provision that is different or additional to that normally available, this will be discussed with parents and ensure specific provision and learning opportunities are put in place. This may include interventions.

Reasonable Adjustments

Reasonable adjustments are changes that remove or reduce barriers so pupils with additional needs can access learning in line with the Equality Act 2010. At Stoke Lodge we anticipate needs early and ensure adjustments are proactive, not reactive. Adjustments are personalised and may include:

- Adaptive teaching strategies such as chunking instructions, modelling, scaffolding and pre-teaching vocabulary
- Environmental adjustments including seating plans, reduced distractions, movement breaks and access to quiet spaces
- Communication supports such as visual timetables, now-and-next boards, task lists and simplified language
- Curriculum access adjustments including modified tasks, reduced writing load, alternative recording methods and additional processing time
- Social and emotional supports such as check-ins, co-regulation plans, predictable routines and safe adults
- Assessment adjustments including extra time, rest breaks, reader support or alternative formats

These adjustments are reviewed regularly through Core Meetings and the Graduated Approach to ensure they remain effective and proportionate.

Executive Functioning Needs

In line with the Schools White Paper (2022), which emphasises high-quality teaching, early identification and removing barriers to learning, Stoke Lodge proactively anticipates executive functioning needs. Executive functioning difficulties can affect working memory, planning, organisation, inhibition and flexible thinking. To support this, teachers:

- Provide clear, concise instructions broken into manageable steps
- Use visual scaffolds such as checklists, planners and modelled examples
- Offer structured routines that reduce cognitive load
- Pre-teach key concepts to support working memory
- Allow processing time and repeat-back strategies
- Support organisation through colour coding, labelled trays and predictable systems

These approaches ensure pupils with emerging or identified executive functioning needs can access learning equitably and maintain independence over time.

SEN Support

If, following regular and thorough assessment by the class teacher, the young person is still not making progress, we will hold further discussions with parents and where appropriate, the child will be placed on our SEN register. This will involve the setting of SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets which will be discussed with you and reviewed termly. Your child will then start to receive SEN support in the form of a four-part cycle (assess, plan, do, review). This is known as the Graduated Approach.

The Graduated Approach

There are four main parts to the cycle of support.

Assess – When a child has been identified as needing SEN support, the class teacher, along with the SENCO will carry out an assessment of their needs. This will involve class teacher's assessment and observations of the pupil, previous progress and attainment records, the pupil's development in relation to peers and national data, the views and experience of parents and the pupil and if relevant, the views of external agencies. This assessment will be reviewed regularly to ensure that support is specifically matched to the child's needs and that intervention is having an impact on the child.

Plan – If it is decided that your child will receive SEN support, you will be notified. It will be a collaborative approach to ensure appropriate targets, intervention and adjustments are made. All teachers and support staff that work with your child will be made aware of the needs and support to be provided. The targets will be SMART (Specific, Measurable, Achievable, Realistic, Time-bound) and they will be recorded and reviewed regularly.

Do – The class teacher will remain responsible for working with your child on a daily basis. They will work closely with teaching assistants and support staff to plan and assess the impact of support and intervention and how they are linked to classroom teaching.

Review – The impact of the support on your child will be reviewed termly and adjustments made, along with new SMART targets for the following term.

EHCP

Most children will be able to have their needs met through SEN support. If, despite the school taking relevant and purposeful action to identify, assess and meet the needs through SEN Support, the child is still not making expected progress, the school or parents should consider making an application for an Education, Health and Care needs assessment. The local authority will then decide if an Education Health Care Plan (EHCP) is needed.

How will you measure my child's progress?

Your child's class teacher is responsible for continually monitoring and assessing your child's progress across the curriculum. Their progress will be assessed regularly throughout the year and reviewed with the senior leadership team as part of a Raising Standards Meeting. The SENDCO will also be included in these meetings, where the progress of children with SEND will be monitored and concerns surrounding progress can be raised.

What provision is on offer at Stoke Lodge Primary?

***School Based Provision*:**

Quality first teaching (including adaptive teaching)

Small group work

Specialist Interventions (e.g. Zones of Regulation)

Accelerated Reader

Sounds Write Phonics

ELSA (Emotional Literacy Support)

Sandtray

Drawing and Talking

***Provision through the academy and/or local SEN cluster*:**

Speech and Language Therapy

Occupational Therapy

Sensory Support

***Provision through the Local Authority/Cluster*:**

Behaviour Support Service

Occupational Therapy Service

Educational Psychology Service

Physiotherapy Service

Speech and Language Service

School Health Nurse

Child and Adolescent Mental Health Services (CAHMS)

Community Paediatrician

Mental Health Support Team

Primary Mental Health Specialist

What outside agencies will be involved?

Sometimes children will be identified as needing some extra specialist input from an agency outside of the school. You may be asked to consent to us referring your child to an external agency to ensure that we can gain specialist advice and to appropriately meet their needs. Stoke Lodge works with a variety of external agencies; these range from statutory organisations such as Social Services, Educational Psychologists, Speech Therapists and the Health Service to voluntary organisations such as the Southern Brooks Partnership. Since September 2019, we have also appointed two Speech and Language Therapists who work across the Academy Trust supporting individual pupils, groups, class teachers and parents.

What training is given to staff to support children with SEN?

The SENDCO will regularly review the professional development on offer for staff within the school as well as looking at areas for improvement. The SENCO will support the class teachers to plan for children with SEN as well as ensuring individual teachers or support staff attend specialist training when necessary. The school will also provide whole school training to improve the teaching and learning for those children with SEN. Recent training included Zones of Regulation, Precision Teaching and a range of specialist topics to support our learners with autism. We are also

continually providing CPD in teaching and learning strategies and how to scaffold learning effectively for children.

How will you support my child during periods of transition?

We will carefully plan transitions for you child, whether this is into the next year group, next key stage, their transition to secondary school or whether they are changing school or joining us here at Stoke Lodge.

Where your child is leaving Stoke Lodge to attend another school (secondary or a new school), with your agreement, we will share information with the point of contact at the new school, this is usually the SENCO.

As a minimum, transition within the school will include opportunities for your child to meet their new teacher or teaching assistant, opportunities to spend time in their new classroom and they will be given a transition book to share with you at home. Transitions will be tailored to your child's needs and plans will be shared with you, for example if a social story is needed to help support the upcoming changes.

How is Stoke Lodge accessible to children with SEND?

Stoke Lodge has ramp access as well as lifts to support those children with a physical disability. There is also access to a disabled toilet. Any specific needs will be discussed with you and your children.

Will my child be able to take part in extra-curricular activities?

We encourage children with additional needs to participate and enjoy the extra-curricular activities on offer at Stoke Lodge. Should any specific requirements be needed, we will discuss these on an individual basis.

How will we support your child's social and emotional development?

At Stoke Lodge, we are aware of the need to nurture and support children's social and emotional needs. All classes follow a PSHE (personal, social and health education) programme called Jigsaw (Connect PSHE). Where children may require support beyond this, we offer a range of support and interventions:

- Sand tray therapy
- ELSA (Emotional Literacy Support)
- Drawing and Talking
- Social skills groups e.g. Time to Talk or Talkabout
- Extra-curricular activities and clubs where children with additional needs are encouraged to attend
- Small group lunchtime support
- Small group transition into school

How will I be involved as a parent and what support is available for me?

At Stoke Lodge we believe that parents know their children best and therefore promote a collaborative approach to decision-making and resolving concerns involving your child. We encourage you to contribute to your child's learning and also encourage contribution from your child. If your child is receiving SEN support provision or an EHCP, you will be involved in discussions surrounding setting and reviewing your child's targets. If your child has an EHCP, you will also be able to contribute your views and wishes as part of their Annual Review. The SENDCO will contact you for this when your child's Annual Review is due.

Support is available from your child's class teacher and also from the SENDCO and Family Link Worker. Externally, support is available from SEND AND YOU - SAY.

'SEND and You was originally set up as a charity in Avon in 1989 by local parents and professionals. They'd realised that better outcomes could be achieved for **children and young people with SEND** by working together. Today we remain as responsive and firmly focused as ever, ensuring that children, young people and their parents or carers get the help they need. SEND and You was formerly named Supportive Parents.

SEND and You now delivers the 'SENDIAS' (Special Educational Needs & Disability Information Advice & Support) service for three local authorities; **Bristol**, **North Somerset** and **South Gloucestershire**. Our office is in Bristol.'

(SEND AND YOU - SAY Website, Home - SEND and You)

Who is responsible for SEND at Stoke Lodge?

***Class Teacher*:**

All teachers are a teacher of SEND and therefore you should initially discuss any concerns with your child's class teacher. They are responsible for monitoring the progress of your child, identifying any areas for additional help and letting the SENDCo know where appropriate.

***SENDCO*: Mrs Shelley Trigg** SLP-SENDCO@olympustrust.co.uk

The SENDCo is responsible for:

- Co-ordinating the support for children with SEN.
- Providing support for teachers
- Liaising with outside agencies as necessary.
- Maintaining records of your child's progress and ensuring the SEN register is kept up to date.
- Implementing the SEN Policy.

***Senior Headteacher*: Mr Will Ferris**

The Senior Headteacher is responsible for the day to day management of all aspects of the school, which includes the support of children with SEND. They are also responsible for ensuring your child's needs are met and keeping the governing body informed.

***The Board of Directors*:**

They are responsible for ensuring the necessary support is made for any child who attends the school with SEND.

Who should I speak to regarding concerns about my child's progress or learning difficulties?

We are always here to listen and discuss any concerns you may have about your child's progress or difficulties. You should initially discuss any concerns with your child's class teacher. If you are still unhappy about your child's progress then please contact the Deputy Headteacher or SENDCo by telephone on 01454 866772 or by email at SLP-enquiries@olympustrust.co.uk or SLP-SENDCO@olympustrust.co.uk. If you continue to feel that your concerns are not being managed then please contact the Senior Headteacher or the Board of Governors.

Glossary of SEND terms

Annual Review	Review of EHC Plan that must occur at least annually.
Code of Practice	Guidance document produce by the Department for Education on how to identify, assess and provide for children with SEND.
Early Years Action/Action Plus	Special educational provision for pre-school children.
Educational Psychologist (EP)	Person employed by the local authority or school to assess and advise on a child's learning difficulty.
Education, Health, Care Plan (EHCP)	The purpose of this in to make provision to meet the needs of the child or young person and ensure the best possible outcomes for them. This replaces the statement.
Local Authority (LA)	The local body responsible for schools, and for assessing and providing for children with SEN.
Learning Difficulty	Significantly greater difficulty in learning that children of the same age, or disability, which hinders use of general educational facilities.
Mainstream School	A school that caters for all pupils, including those with SEN.
Preferred School	A school chosen by parents where the local authority must consider placing your child.

Special Educational Needs and Disabilities (SEND)	A child has SEN if they have a learning difficulty that requires special educational provision.
Special Educational Provision	Additional or different education for children with SEN.
SENCO/SENDCO	A member of staff who has responsibility for co-ordination SEN provision.
Special School	A school that caters for children with EHCP's.

Stoke Lodge
Primary School

SLP SEND Pathway

Concern identified through observations/RSM/assessment/learning barriers (academic or social)

- Email completed 'SEND Record of Concern' to SENDCo.
- Class teacher upload form to Edukey.
- Discussion of pupil at RSM.

High quality teaching targeting focus area

- Support planned and reviewed in RSM.
- Class teacher to personalise learning and monitor progress.

Has the pupil made progress in area of need?

YES
Class teacher to continue to monitor and assess progress.

NO
Additional Intervention (1 cycle)

- Support planned and reviewed in RSM.
- Additional interventions required.
- Teachers to inform parents of concerns.
- Observation by SENDCo.

Has the pupil made progress in area of need?

YES
Class teacher to continue to monitor and assess progress through high quality teaching

NO
SEN Support/highly personalised intervention (3 cycles)

- Class teacher and SENDCo meet to discuss targets with parents and child (where appropriate).
- Added to SEN Register.
- Class teacher and SENDCo meet to action:
- Graduated Approach: Plan, Do, Review with SMART targets.
- External agency involvement.

If needs are unable to be met through SEN support and child is not making progress in area of need. EHCP application evidence collected and submitted.