



Introduction

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At Stokesley School, we hope parents/carers of current and prospective pupils find the following information helpful.

We provide support for the following SEND:

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 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 cognitive tests.

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.

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.

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.

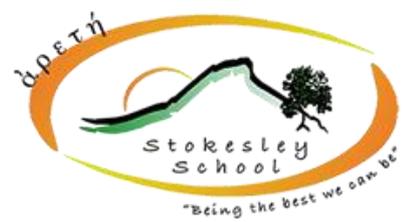
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Where a student is identified as requiring additional support or different provision, we will discuss this with you. We will provide additional information to teachers about how they can best help your child and we may, in consultation with you, create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

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

Additional Interventions to Secure Progress

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

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

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

** 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.*

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 for 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.

The following emotional, mental and social support is available for pupils with SEND:

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 The Lighthouse.

Our SEND co-ordinator (SENCO) is:	Mr Chris Dolby
Listed below are the names of staff members possessing expertise related to SEND.	
Name: Helen Day	Job role: Senior ATA
We have a team of Teaching Assistants with wide ranging experience and knowledge of SEND.	
In addition, we use the services of the following specialists:	NYCC Inclusive education service School Health Service COMPASS Reach The Bungalow

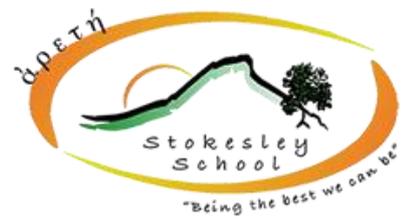
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Our arrangements for ensuring the necessary involvement of parents are as follows:

For students with an Education Health and Care Plan (EHCP):

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

For high needs students without an EHCP:

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

For other students with SEND:

- an annual subject progress meeting with all subjects teachers to discuss progress.
- meetings with the SENCo by arrangement at point of need.

Our arrangements regarding SEND related complaints from parents are as follows:

Complaints should be addressed in the first instance to the SENCo. If the issue cannot be satisfactorily resolved, the schools complaints procedure can be found on our website.

Parents seeking additional support to resolve issues should contact SENDIASS. TEL: 01609 536198

Our transitional arrangements for pupils with SEND include:

We work closely with primary schools to ensure SEN information is transferred to us ahead of transition. Vulnerable students, who may be particularly anxious about transition are invited to a series of confidence-building and familiarisation activities during the summer term of year 6.

For more information regarding the Stokesley School's SEND provision, please contact Mr Chris Dolby on 01642 710050

North Yorkshire's local offer, explaining what is available on an LA basis, can be found using the following link: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Ownership	Stokesley School Governors and Senior Leadership Team
Date Updated	July 2018
Next Review Date	July 2019

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