

Levels of support: enabling children to flourish at Stoke Row

1. Support for all children

The vast majority of all pupils at Stoke Row will have their needs met from high quality teaching and additional support using the resources we have in school. We follow government recommendation that: *The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.*

Our staff regularly meet to discuss pupil progress, including social and emotional, and decide who might need additional support because they may not be making as much progress as expected. These may be pupils who are:

- a) below national expectation
- b) at national expectation but we assess that they should be exceeding this

We may also deliver a short period of occupational or speech therapy. This is especially common in Reception and Key Stage 1.

We regularly track the additional support (sometimes called interventions) to check they are working. If they're not, we stop and adapt our support.

Your child does not need to be on the SEN register to receive additional support.

2. Special Educational Needs (SEN) register

It is the school's decision to place a child onto the SEN register although this would always be discussed with parents. We use guidance provided by Oxfordshire County Council to help us identify who should be on the SEN register and what level of support we should provide.

A child is considered to have SEN if they:

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

The majority of children and young people will have their needs met through additional help that is put in place, sometimes with advice from specialist services.

These children may need more intensive and long-lasting additional support. We would continue to keep track of this additional support in the same way we do with all pupils.



We understand that some pupils will have special educational needs at some point in their school career. Through targeted support, their needs may be met and they may no longer need to be on our SEN register.

Additional Funding

A child may require additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child. This is for pupils who are significantly below expectation.

3. Education, Health and Care Plan (EHCP)

The majority of children and young people with SEN will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan.

A small number of pupils may need more help than a mainstream school can normally give at the level of SEN support. Such pupils will need an Education, Health and Care (EHC) needs assessment to decide what help they need.

This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the child's needs.

An EHCP is usually for those children who have the most complex or severe needs and who are not making progress despite ongoing individualised support. They may struggle to function and participate in most aspects of mainstream education.

They are children who will require sustained support from multiple services (education, health and social care) going forward.

An extremely small percentage of pupils reach the stage of an Education, Health and Care Plan (below 3%)



An EHCP may be ceased if the child no longer requires such a high level of support and their needs can be met by SEN support.

Ms Deborah Richards is the Special Educational Needs Coordinator (SENCO). Her role is to coordinate the SEN provision in school and liaise with teachers and external agencies. The class teachers are directly responsible for all pupils in their class including those with SEN and will oversee any additional support. As they are with the children every day, and they plan and oversee any additional support being delivered, they are best placed to meet parents to discuss any additional support in place.

All staff at Stoke Row have received a variety of training to support pupils with SEN. This is published in our information report on our website annually.