

Stoke St Michael Primary School SEN Information Report, September 2023

Type of school	Federated Primary School	Primary (5-11)
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Our school is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Fully wheelchair accessible	Yes	Policies related to this SEN Information Report and available on website:	
Auditory / visual enhancements	No	SEN Policy	September 2023
Other adaptations	None	Safeguarding (Child Protection Policy)	September 2023
Our school building is a modern building with good accessibility to all area of the school. The school is all built at ground level with ramped accesses into the building. Corridors are wide enough to ensure good access for all. Then playground and field are also level with ramped access to the school.		Behaviour and Anti-Bullying	March 2023
		Equality and Diversity Policy	2018
		Intimate Care Policy	2018

Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to access them.

Stoke St Michael Primary School contributes to the Somerset Local Offer and can be found at:

<https://www.somerset.gov.uk/schools/stoke-st-michael-primary-school/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school if I am worried about my child?</p>	<p>Class Teachers</p>	<p>Within the school your child’s class teacher will have the greatest knowledge of your child, their learning style and the barriers that they may experience. Therefore, the first point of contact if you have any concerns should be the class teacher.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> • The achievement and attainment of all children in their class. They will ensure that their teaching is of high quality and differentiated according to need. • Keeping records and monitoring the progress of your child. They will identify, plan and deliver any additional help your child may need. This is called an Assess Plan Do review Cycle. It could include things like targeted work or additional support/ small group work. They are responsible for letting the SENCO know if children need further support. • Using individual targets when planning your child’s lessons. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that all the school’s policies including SEND are followed in their classroom.
	<p>The SENCO, Mrs Tracy Massey-Sturgess (Working days within the Federation: Monday - Thursday)</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEND) and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Working with the class teacher to ensure that parents are: <ul style="list-style-type: none"> ➤ involved in supporting their child’s learning ➤ kept informed about the support their child is getting ➤ involved in reviewing how their children are doing in school ➤ a full part of the Assess Plan Do Review cycle. • Liaising with all the other people who may be coming into school to help support your child’s learning such as the Integrated Therapy Services, Educational Psychologists and Learning Support Advisory Teachers. • Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are

	<p>Executive Headteacher, Mr Chris Partridge</p> <p>SEN Governor, Anna Hay</p>	<p>known) and making sure that there are excellent records of your child's progress and needs.</p> <ul style="list-style-type: none"> • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. • Reporting to the governing body about SEND. <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. • Ensuring that your child's needs are met. • Up-dating the Governing Body about any issues in the school relating to SEN. <p>Mr Chris Partridge is also the school's Designated Safeguarding Lead and is responsible for all actions relating to keeping children safe.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN, including any adaptations to provision that they may need. • Monitoring the SEN provision alongside the SENCO • Developing and reviewing policies and other SEN documents with the SENCO. • Reporting to the full governing body on matters relating to SEN in school.
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HOW DOES THE SCHOOL IDENTIFY CHILDREN WITH SEND?

	Staff involved	What will happen?
<p>How does the school know if my child needs extra help?</p>	<p>Class teachers and SENCO</p>	<ul style="list-style-type: none"> Teachers are responsible for assessing and monitoring the progress of all children in their class. This is done using both formal assessments (structured tests) and informal assessments (observations or class work). We also observe and notice how children interact socially in the classroom and at break times. We could consider that help may be needed if: <ul style="list-style-type: none"> ➤ A child performs significantly below their Age-Related Expectations, despite additional support, or falls more than 2 years below the expected levels in reading and /or spelling age. ➤ Lesson objectives are not being met, even after work has been differentiated appropriately. ➤ There is a significant and prolonged change in a child's behaviour or they seem to be unhappy in school. The first step will be that the class teacher puts additional support (booster / catch-up) work in place. The school follows recommended strategies at universal support that have been defined with relation to the Somerset Graduated Response Tool. This identifies the type of support that is available to all children within the school if they need it. This support may be in a small group or on a one to one basis and will be focussed on a particular aspect of learning. The SENCO may be involved in discussions and advice and the teachers' concerns and actions will be recorded and reviewed through the school's 'Barriers To Learning Spotlight' protocol. If a child does not make the expected progress after these interventions or support strategies have been put in place, this will be identified within the review and parents will be asked to give consent for the SENCO to become more involved to identify whether the child needs support that is additional to, or different from, that included within the school's universal support. The SENCO will review the support that has already been put in place and identify a series of observations and assessments to inform a decision as to whether a child needs to be entered onto the SEN Assess -Plan – Do–Review cycle, and be identified on the school's SEN Register. We aim to make a decision on this within 8-10 working weeks of the referral being made to the SENCO. Parents' views, and those of the child, will be taken into account at each stage of the process.

		<ul style="list-style-type: none"> The SENCO may contact outside agencies, with parental consent, in order to understand a child's needs more clearly (for example Somerset's Learning Support Service, Educational Psychologists, Speech and Language Therapists, The Autism and Communication Team or Occupational Therapists). These professionals offer advice and guidance to schools and parents and may, on occasion, provide a specific diagnosis of a child's needs.
	Parental / carer concerns	<ul style="list-style-type: none"> You know your children best and may have concerns about their needs or progress that are not evident at school. If you are concerned about any aspect of your child's learning then it is important that the school knows about this. Any parental concerns should be raised with the class teacher who will then, if necessary, discuss further with the SENCO for advice or ask the SENCO to contact you. Your concerns will always be taken seriously and are important to us. There may be occasions where children need short-term support, such as after a bereavement or when a child is having difficulties with peers. We are able to offer short-term interventions to support them and will monitor their progress to ensure that any extended difficulties are identified and followed up.

STOKE ST MICHAEL SEND PROFILE

<p>What types of SEN are supported within the school?</p>	<p>Current Details</p>
	<ul style="list-style-type: none"> Under the SEND Code of Practice, 2015, children with SEN are identified within 4 areas of need: <ul style="list-style-type: none"> ➤ Communication and Interaction ➤ Cognition and Learning ➤ Social, Emotional and Mental Health ➤ Sensory and / or Physical Needs. At Stoke St Michael Primary, we have children identified under the first three areas of need. We currently have 11 children identified on our SEN Register, with 9 of these children being supported under SEN Support and 2 children who are on higher needs support and have an EHCP. This equates to roughly 20% of the school population, which is above the national average. The spread of need within our school, taking into account the children's main area of need, is: <ul style="list-style-type: none"> ➤ Communication and Interaction: 3 children ➤ Cognition and Learning: 4 children ➤ Social, Emotional and Mental Health: 4 children
	<ul style="list-style-type: none"> Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into the above four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place
	<ul style="list-style-type: none"> We have internal processes for monitoring provision and assessment of need. These are overseen by the SENCO, in conjunction with the Senior Leadership Team and SEN Governor. Monitoring processes include: <ul style="list-style-type: none"> ➤ Reviews of target setting and monitoring sheets ➤ Individual child annual reviews ➤ Annual reviews of the Federation Provision Map to ensure it still matches what we can provide in school. ➤ Learning Walks, focusing on SEN ➤ Pupil Progress Meetings.

HOW WILL MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority such as Advisory Teachers, Educational Psychologists, Learning Support Service, Sensory, Physical and Medical Support Team
- Staff who visit from outside agencies such as the Integrated Therapy Service (Speech and Language therapy (SALT), Occupational Therapy (OT) and Physiotherapy)

The support will be provided through a graduated response in line with the Somerset Graduated Response Tool.

	Types of support provided	What does this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	<p><u>UNIVERSAL SUPPORT</u></p> <p>Class teacher input via excellent, targeted classroom teaching also known as <u>Quality First Teaching</u>. This is the Universal strand of the Somerset Graduated Response Tool</p>	<ul style="list-style-type: none"> • The class teacher has the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and understand. We aim to match the curriculum to your child's needs so that they can make progress, and differentiate work according to the next steps that they need to do this. • Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches, visual prompts or allowing them additional time to complete tasks. • Children are supported to be independent learners by having access to visual timetables and a range of resources within the classroom. • Your child's teacher will carefully check each child's progress. If they see that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress, then they may use additional resources or small group work to support this. 	<p>All children in school should be getting this as a part of excellent classroom practice.</p>

		<ul style="list-style-type: none"> • Additional resources may include things like word banks or phoneme frames to support writing, or the use of a laptop or iPad to support recording. • Specific strategies may be put in place to support your child to learn. These may be suggested by the SENCO or by outside agencies and are recorded through the school's 'Barriers To Learning Spotlight' protocol. • Pre-teaching, booster or review sessions may be delivered to help children cope with new information in class or to go over concepts that may have been difficult to understand. These sessions may be taught by class teachers or TAs but the class teacher is responsible for the planning and review of the sessions and will liaise with the teaching assistant about planning, delivery and outcomes from the group. • The impact of any intervention is reviewed and monitored to support further planning and the identification of SEN. 	Any child who has specific gaps in their understanding of a subject/area of learning.
	<p><u>TARGETED SEN SUPPORT</u></p> <p>Specialist groups, individual sessions or individual strategies are offered according to children's needs.</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher and SENCO as needing more specialist input, in addition to excellent class room teaching and intervention groups. They will be identified on the school's SEN register so that all staff are aware that they have additional needs that have to be supported within any work they do in school. This identifies children as SEN Support according to the SEN Code of Practice. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. This meeting will be part of a regular Assess-Plan-Do-Review SEN cycle. • You may be asked to give your permission for the school to discuss your child at an Annual SEND Planning meeting. This is a way of the school accessing advice from external agencies, including Educational Psychologists. • You may be asked to give permission for your child to be referred to a specialist professional e.g a Speech and Language Therapist or Specialist Advisory Teacher. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional may work with your child/ carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class eg. some individual support or changing some aspects of teaching to support them better 	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. They will receive support that is different from and additional to the Universal Support that is available to all children.

		<ul style="list-style-type: none"> ○ Support to set focused targets which will include their specific expertise for teachers to implement ○ A specialised group or individual work <ul style="list-style-type: none"> • The school will discuss with you some agreed individual support for your child. They will tell you how the support will be used and what strategies will be put in place. This support is likely to include some existing intervention groups, but may also have more individualised input or support that may be done 1 to 1 with a trained member of staff. Support currently provided at this level includes: 1 to 1 or small group Literacy or Numeracy intervention such as Sound Linkage or Dyscalculia Solution, individual ELSA (Emotional Literacy) support, emotion control using The Incredible Five Point Scale, individual social story work and Learn To Move. • Your views will be listened to and recorded on the school's SEN ADPR records. This will also contain information about targets, provision and progress and will be reviewed and monitored by the class teacher and the SENCO. • Your child's views will be presented through a personalised One Page Profile and reviewed regularly. • For those children identified at SEND Support who transfer to a new class or setting, an Internal Transfer Review will be completed with the SENCO to review outcomes and ensure that staff who will be working with the child at the next step in their education are fully informed of their needs. • If a child's needs are deemed to be at a level where additional financial support may be required at some point in their education in order for the school to support them effectively, then the SENCO will carry out a detailed SEN Support review on a yearly basis and will record this on the Somerset Portal so that other professionals can access the information. This includes detailed information on your child's needs and provision, as well as input from parents and child, and is the first step in the process of applying for an EHCP (Education, Health and Care Plan) • Current interventions being delivered in school include Learn to Move, ELSA, Sound Linkage, RWI Spot Lighting, Same Day Maths Intervention and the Dyscalculia Solution. 	
	<u>HIGH NEEDS:</u> <u>INDIVIDUAL SUPPORT</u>	<ul style="list-style-type: none"> • The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the Somerset Council website – Somerset 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe and complex

	<p>A few children will need support provided via an Education, Health and Care Plan (EHC Plan).</p> <p>This means your child will have been identified by the class teacher, the SENCO and outside agencies as needing a particularly high level of personalised and individual teaching which cannot be provided from the budget available to the school.</p> <p>Your child will also be receiving specialist support / advice from a professional outside the school.</p>	<p>Choices: https://choices.somerset.gov.uk/025/local-offer/education-health-and-care-plan/</p> <ul style="list-style-type: none"> • After the request has been sent in to the Local Authority through completion of the SEN Support Review on the Portal, they will decide whether they think your child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEN support. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe and complex and that they need more support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the SEN support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Education, Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long term goals and outcomes for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<ul style="list-style-type: none"> • Lifelong
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher • If your child is still not making progress, the concerns may need referring to the SENCO. Normally, the class teacher will pass on concerns to her and she will get in contact with you to follow this up. However, you may request a meeting with her at any time by contacting the office. • If you continue to feel that your child is still not making progress you should speak to the Head-Teacher or the school SEN Governor. 		
<p>How does the school monitor progress and let me know if they</p>	<ul style="list-style-type: none"> • The Executive Head teacher, along with the SLT and each class teacher, monitor pupil progress carefully and regular discussions are held to consider any children who give concern. Appropriate actions are agreed and reviewed. Parents' evenings are arranged twice a year; parents also receive an annual written report. • When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO using the Concerns' Sheet which contains a record of the targeted 		

<p>have any concerns about my child's learning?</p>	<p>teaching and its impact.</p> <ul style="list-style-type: none"> • The class teacher will share any concerns with parents through the Barriers To Learning Spotlight Protocol and parents will subsequently be informed about any further assessment or observations that the SENCO needs to do. • The SENCO, working alongside all parties involved with your child's learning, should inform you within 8-10 weeks of this referral whether your child needs to be identified as SEN and will arrange a meeting with you to discuss this.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Somerset LA, includes money for supporting children with SEN. • The Executive Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Executive Headteacher and the SENCO discuss all the information they have about SEN in the school and decide what resources/training and support is needed. This information includes <ul style="list-style-type: none"> ➤ the children getting extra support already ➤ the children needing extra support ➤ the children who have been identified as not making as much progress as would be expected. • All resources, training and support are reviewed regularly and changes made as needed. • At Stoke St Michael Primary School, we recognise that children's needs can vary widely and we aim to make provision to ensure individual needs are met and appropriate strategies and support are in place.
<p>How is the emotional well-being of children supported?</p>	<p>At Stoke St Michael School, we are dedicated to nurturing the children and all our class teachers aim to create a supportive learning environment. We are a small school and children are well-known to staff and to each other. However, we recognise that this can sometimes mean that difficulties in relationships can have a greater impact on children's feelings about school and we support children's emotional well-being in a number of ways:</p> <ul style="list-style-type: none"> • We have a trained ELSA (Emotional Literacy Support Assistant), Mrs Christa Miell, who has dedicated hours of ELSA time a week and provides individual and small group support sessions based around children's emotional needs. • Within the classroom, teachers deliver a PSRHE (Personal, Social, Relationships and Health Education) programme and targeted Circle Time sessions to match class, group or individual needs. • Training has been provided for all teachers on mindfulness activities so that these can be used in class. • Additional support groups are also available to help children develop their social skills, physical skills and emotional needs. At present, children at Stoke St Michael can access Forest School sessions which allow the children to develop self-esteem and build resourcefulness and resilience in a practical, outdoor setting. • The 'Learn to Move' intervention is also delivered to support children's motor skills. • The school based their learning around the principles of a 'Recovery Curriculum' in 2020-21 when pupils returned from the periods of lockdown to ensure that they had opportunity to reflect and settle back into school life in a carefully planned way. • The school have recently adopted the Zones of Regulation which is a whole school approach to supporting children to understand and manage their emotions

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> Teaching Assistants: Stoke St Michael Primary School currently has 6 TAs working throughout the school. They are directed by class teachers, SENCO and the SLT to carry out a mix of in-class support and small group or individual work. Forest School ELSA Educational Psychology Service
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> Learning Support Service Autism and Communication Service Sensory, Physical and Medical Support Service Mendip Partnership Schools and CLP clusters SENCO Network support meetings
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> School Nurse Integrated Therapy Service (speech therapy, occupational therapy, physiotherapy)
How are the teachers in school supported to work with children with SEND and what training do they have?	<ul style="list-style-type: none"> The SENCO's job is to support the teachers in planning for children with SEN. The SENCO, Mrs Massey-Sturgess, holds the National Award in SEND Coordination and has received additional training on carrying out diagnostic assessment. The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues provided through regular federation staff meetings. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. All staff in the Federation have received training on Zones of Regulation & Autism and targeted staff have recently received training on ADHD Teaching Assistants have also attended training on Effective Questioning, Numicon, Language and Communication, Intimate Care and Working Memory 	
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> Your child's progress is reviewed formally every term and a judgement is made about whether s/he is on target to achieve the relevant Age-Related Expectations in Literacy and Numeracy. If your child is not yet working at Year 1 Age Related Expectations by the end of Y1, s/he will be assessed using another scale of levels. The levels are called the Pre-Key Stage Standards. Wakefield Progression Steps are also used in school to measure and track for progress for those making small steps of progress. At the end of Key Stages 1 and 2 the school is required to report whether your child has achieved Age Related Expectations in 	

	<p>English, Maths and Science. This is something the government requires all schools to do and the results that are published nationally. Children working below Key Stage standards will have levels identified within the Pre-Key Stage Standards.</p> <ul style="list-style-type: none"> • The progress of children with an EHC Plan is formally reviewed at an Annual Review • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in as detailed on their SEND Plan. • The school's academic assessment of children is moderated through our cluster of local schools in the Mendip CLP.
<p>What support do we have for you as a parent of child with an SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs. • Advice is available for all parents in Somerset through Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support): https://somensetsend.org.uk/
<p>How have we made education at Stoke St Michael School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • Key words and literacy resources are used across the school to support learning. • Practical maths resources such as Numicon are available in all classes. • Visual timetables / reminders / learning prompts are used in all classrooms • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary an additional adult may accompany your child on the trip. • Careful risk assessments are drawn up for any off-site activities, where all potential hazards are considered and provision made to overcome them to ensure that children remain safe at all times. In some cases Individual Risk Assessments will be done relating to specific details in a child's needs. These will be drawn up prior to the trip and, if necessary, we will meet with parents to ensure that all trips are positive experiences for all children. • There is a disabled-access toilet in school. All classrooms are on the ground floor and have ramped access. • Adaptations will be made to allow all children to access the offsite activities that we offer eg. Forest School.

How will we support your child during transition? (ie. moving to our school when they are moving to another class, or leaving this school?)

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child is moving into our school, we will
 - Discuss any learning needs with the prior setting
 - Provide a transition booklet if necessary
 - Invite your child for some additional visits prior to joining our school
- If your child is moving child to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
 - Your child will have input into their One Page Profile to go to their new teachers.
 - If necessary, we will arrange additional visits for your child to the new setting, or invite staff to visit your child at our school.
 - Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer.
- When moving years in school:
 - Information about your child will be shared with their new teachers through an Internal Transfer Meeting
 - We will organise specific times for your child to visit the new class and provide a transition book if necessary.

Complaints	<ul style="list-style-type: none"> • If you are unhappy about any aspect of your child's SEN provision, in the first instance please make an appointment to meet with Mrs Massey-Sturgess, the SENCO, who will listen to your concerns and try to address these. • If you wish to take any complaint further, our complaints procedure can be found at: https://croscobestokefederation.co.uk/cmsb/uploads/complaints-procedure-and-policy-2019.pdf. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.
Challenges and Future Developments	<ul style="list-style-type: none"> • Our 2022 – 2023 SEND Strategic Development Plan identified four main priorities. Progress was seen against all priorities set with three of the four priorities being RAG rated as green (fully achieved) by the end of the year and with one priority ceasing due to the changing priorities of the federation alongside new leadership. • Priorities for future development under the 2023 – 24 School Development Plan Priority 3 include a focus on continuing to increase knowledge, an on-going commitment to embrace diversity and parental engagement and development of a whole school approach to supporting emotional regulation.
Involvement in the creation of the SEN Information Report	<ul style="list-style-type: none"> • This Information Report has been prepared by Mrs Massey-Sturgess, SENCO, and shared with the SEN Governor Anna Hay on 04.10.23.

If you have any further questions that you would like to ask you are very welcome to talk to your child's class teacher or to make an appointment to see Tracy Massey-Sturgess – SENCO. This can be done through the school office.

Produced by: *Tracy Massey-Sturgess*, 29.09.23

Signed: *T Massey-Sturgess*