

Stoke Minster CE Academy SEND & Inclusion Information Report 2025-2026

Who are we?

We are proud to have an in-school Inclusion Team which includes Mrs Ratcliffe, our Special Educational Needs Coordinator (SENCO), Mrs Williams, our Inclusion Lead and Mrs Sharrock, our Assistant SENCO.

Also supporting SEND across Stoke Minster are Miss Dance, our Deputy Designated Safeguarding Lead (DDSL) and Mrs Edwards, our Family Support Worker, who work who closely with families and external professionals to ensure children's safety and emotional needs are also part of our inclusive offer.

What is a SEND need?

The SEND code of practice: 0 to 25 years (updated September 2024), defines SEND needs as:

“Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a 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”

What kinds of SEND do we support?

Our school supports children with a broad range of special educational needs and provision is made in all 4 areas of need outlined in the 2015 SEND Code of Practice.

The four areas of need:

- **Communication and Interaction:** where children have speech, language and communication difficulties, which make it difficult to make sense of language or to understand how to communicate effectively and appropriately with others. This area of need includes autism.
- **Cognition and Learning:** where children learn at a slower pace than others their age or have difficulties in understanding parts of the curriculum. There may also be difficulties with organisation and memory.
- **Social, Emotional and Mental Health:** where children have difficulties in managing their relationships with other people. This could impact their health and well-being.
- **Sensory and/or Physical:** where children have visual, hearing or physical impairments. They may need ongoing support and specialist equipment. Their fine and gross motor skills may be affected.

We recognise that every child is different, and we respond to need rather than labels.

How do we identify SEND?

We use baseline assessments in Nursery and Reception which enable us to quickly identify children who need extra support. Before a Nursery child starts at our setting, we carry out a home visit to gain more information about the child. If they have attended a previous setting we will contact the setting to gain more information. If any other agencies are already involved or the child already receives support for their needs, a meeting with the SENCO will be arranged prior to the child starting.

Throughout Key Stage 1 and Key Stage 2 progress in reading, writing and maths is monitored carefully using the school's tracking system. When there are concerns with progress, we use standardised tests to assess and monitor children's reading, vocabulary and spelling.

When teachers notice a child is not making expected progress, or who presents with other areas of concern (for example, sensory needs, emotional regulation difficulties, or inconsistent attainment), they complete a 'First Concerns'. This is a detailed internal document outlining observations, academic information and classroom strategies already in place. The First Concern is then shared with Mrs Ratcliffe or Mrs Williams, who in conjunction with the class teacher, will decide whether the child is needing "additional to and above" their peers support. Following this, a meeting with parents/carers will take place and the child is added to the **SEND Register** and an **Individual Learning Plan (ILP)** is created. This outlines the child's strengths, needs, strategies that support them, and details of the provision they will receive. Some children will require more educational or medical support and may require an **Education and Health care Plan (EHCP)**.

What if my child needs extra support, but doesn't have SEND status or a SEND need?

Children may also receive class support, which is part of our graduated response. This means the child is receiving additional interventions or classroom adjustments, but is not a First Concern or on the SEND Register. It allows us to monitor progress, offer targeted support and respond quickly if things change.

What does SEND support look like at Stoke Minster?

All children receive quality first teaching. This means that lessons are adapted to meet a range of learning styles, and staff use strategies like scaffolding, visuals, flexible grouping and sensory-friendly approaches as part of everyday practice.

For children on the SEND Register, support may include:

- A tailored ILP created with the child, family and teaching team - this outlines the child's provision, their views and their next steps
- Access to our Butterfly Room for regulation or intervention time
- Targeted adult support in class or in small groups (interventions)
- Personalised resources, visual prompts, checklists or Now/Next/Then folders
- Learning breaks or movement time
- Technology such as iPads for dictation, voice notes or reading support
- ELSA (Emotional Literacy Support Assistant) sessions

The SENCO and Inclusion Lead meet with class teacher's half termly to review the support and progress of pupils. Some children may need more specialist advice and support from an external agency such as Speech and Language Therapy, Local Authority Inclusive Learning Service, CAMHs or a Paediatrician.

How is the curriculum adapted to ensure every child can thrive?

All teachers adapt the curriculum to make it accessible and inclusive for all. This might include, but is not limited to:

- Extra time for tasks
- Pre-teaching vocabulary or key concepts
- Multisensory learning
- Scaffolded writing frames or models

- Technology support (e.g. iPad dictation, coloured overlays)
- Differentiated tasks
- Subtly planned, integrated learning support notes on tasks or voice recordings explaining concepts
- 1:1 teaching or small group teaching

What Interventions do we offer?

Our school offers a wide range of evidence-based interventions, selected based on each child's need.

These include:

- **Time to Listen and Time to Talk** - for language and understanding development in Early Years
- **Little Wandle Phonics interventions** - Boosts spelling accuracy and fluency through repetition
- **SALT Individual Programme (speech and language service directed)** - Improves speech, language, and communication skills
- **Precision Teaching** - to build fluency and accuracy in key skills (spelling & reading)
- **Zones of Regulation** - a visual programme to help children understand and manage their emotions
- **Creative Action Team: animal assisted therapy** - to offer children the chance to discuss and share thoughts and feelings outside of the classroom environment
- **Occupational Therapy Programmes** - Supports fine and gross motor skills
- **Cool Kids** - Supports fine and gross motor skills
- **Friendship Terrace** - Encourages friendship skills and peer relationships
- **Attention Autism** - Builds attention, engagement, and communication

How are SEND children included in School Life?

Inclusion is part of our everyday practice. Children with SEND take part in all activities, including clubs, assemblies, trips and special events. We carry out risk assessments and offer extra adult support or adjustments if needed. Children with physical needs are supported with ramps, a lift and accessible toilets. We provide sensory-friendly resources, visual timetables and tools like pencil grips or wobble cushions to help children feel confident and comfortable in school.

How Will I Know How My Child Is Progressing?

You will be kept fully informed through:

- Termly review meetings for your child on the SEND Register with the Class Teacher
- Copies of your child's Individual Learning Plan
- Regular conversations with class teachers, formally and informally
- A school report at the end of the school year
- Informal check-ins at the gate or by appointment

We see parents as partners in the process, and you are the expert of your child. If you need help understanding how to support your child at home, we will offer resources, strategies or meet to talk things through.

How is my child involved in their SEND plan?

All pupils are encouraged to participate fully in the life of the school. Children with SEND have a voice, and it's the most important input we can get. They have an input into their ILP, sharing what helps them and how they feel about school. They contribute to their review meetings where appropriate, and are invited to take on roles across school, including school council, worship team and pupil translators' team.

What about transitions?

We know moving classes or schools can be a big step. To support smooth transitions, we:

- Hold a whole-school transition week
- Prepare social stories
- Arrange additional visits where needed or meet-the-teacher sessions
- Share all key documents with new settings
- Arrange SEND transition meetings between current and future SENCOs

What if my child has a disability?

Our building is fully accessible, with ramps, a stair lift and accessible toilets. We make physical adjustments where needed, such as large print materials, coloured overlays, or room changes. We also monitor how children with disabilities are included in trips, clubs and wider school life, no child is left behind. In some instances, parents could be invited to join us on trips. Individual risk assessments may be carried out to ensure all children are able to participate.

Our Accessibility Plan is published on our website and reviewed regularly.

How do you train staff and access specialist support?

All staff receive regular training led by the Inclusion Team or outside professionals. This includes, but is not limited to:

- Autism-friendly classrooms and strategies
- Understanding attention and sensory needs
- Speech and language strategies
- Trauma-informed approaches
- Supporting literacy and working memory
- Teaching children with SEND

What outside services do you work with?

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Autism Outreach
- CAMHS (Child and Adolescent Mental Health Services)
- SEND Services from the Local Authority
- Any other professional services that we need to

Referrals are made in partnership with families and reviewed regularly.

Where is the School's SEND Policy?

Our school's full SEND Policy is available on our website.

We can also provide a printed copy if needed, please just ask at the school office or the Inclusion Team.

What support do you offer for Looked After Children with SEND?

Children who are looked after by the Local Authority and have SEND are carefully supported by our Designated Teacher, (Mrs Peake) and Inclusion Team. They have a Personal Education Plan (PEP) and SEND provision tailored to their individual needs. We work closely with social workers, carers and virtual school teams.

What happens if I am concerned or unhappy?

If you are concerned about your child's provision:

1. Speak to your child's class teacher
2. If needed, arrange a meeting with Mrs Ratcliffe (SENCO) or Mrs Williams (Inclusion Lead). This can be done via Dojo, over the phone or by speaking to the school office
3. If the issue is unresolved, you can follow our school's Complaints Policy, available on our website

We will always try to work with you respectfully and promptly to resolve concerns.

What services are available for Families in Stoke-on-Trent?

Here are local services that can support you:

- **SENDAIASS** - impartial advice for families
(Tel: 01782 234701, Web: sendiass-stoke.co.uk)
- **The Local Offer** - full information on what's available in the city
(www.stoke.gov.uk/localoffer)
- **Special Educational Needs Assessment and Monitoring Service (SENMAS)**
- **Educational Psychology Service**
- **Autism Outreach**
- **CAMHS (Child and Adolescent Mental Health Services)**
- **Occupational Therapy and Physiotherapy Services**
- **Speech and Language Therapy**
- **Sunflower Centre (Early Help)**
- **Dove Service (Bereavement support)**
- **Younger Minds (Mental Health support)**
- **Aiming High (Short breaks and inclusive activities)**
- **Carers Hub**
- **Family Support Services (including Action for Children)**

We can refer or signpost you to these services at any time, regardless of whether your child is on the SEND register.

Glossary of Terms

- **SEND** - Special Educational Needs and Disabilities
- **SENCO** - Special Educational Needs Coordinator
- **EHCP** - Education, Health and Care Plan
- **ILP** - Individual Learning Plan
- **PEP** - Personal Education Plan
- **CAMHS** - Child and Adolescent Mental Health Services

This report is reviewed and updated every year. If any key information changes during the year, the report will be updated as soon as possible.

Contacts all available through your child's Class Dojo account:

Mrs Ratcliffe - Special Educational Needs Coordinator

Mrs Williams - Inclusion Lead

Mrs Sharrock - Assistant SENCO

Miss Dance - Deputy Designated Safeguarding Lead

Mrs Edwards - Family Support Worker

Email address: office@stokeminsterce.sbmats.org

School telephone - 01782 367550

