Stoneferry Primary SEND information report

Date: October 2026

At Stoneferry Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014

School Information:

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Stoneferry Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)

2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.

4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

   The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need

The aims of our SEND policy and practice are:

At **Stoneferry Primary School,** we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We seek to ensure that pupils with SEN are fully included in all aspects of school life. We believe that pupils with SEN and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEN and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

AIMS

- To provide a framework, which will enable the school to meet the needs of pupils with special educational needs (SEN).
- To recognise the importance of early identification of SEN in order to secure better outcomes for pupils.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child with SEN develops a positive self-image, promoting confidence, self-awareness and independence.
- To ensure that pupils with SEN have access to a curriculum that is broad, balanced and relevant.
- To hold the views, wishes and aspirations of pupils and parents/carers of children with SEN at the centre of the planning process to ensure the best possible outcomes for all pupils.

What are the school's policies for the identification and assessment of pupils with special educational needs and disabilities?

Concerns about progress may be raised at any time by class teachers and/or parents. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.

Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include;

Accessibility Plan
Admissions Arrangements
Safeguarding and Child Protection policy and procedures
Complaints procedures
Early Years Foundation Stage
Equality Information
Data Protection

Health & Safety
Home-school agreement document
Behaviour
Sex & Relationships Education
Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website: www.gov.uk/government/organisations/department-for-education

Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3

Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils

For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Stoneferry Primary School recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Stoneferry. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child, we encourage parents/carers to share this with their child's class teacher first. Parents are invited to termly SEN Reviews with the class teacher to discuss their child's progress. We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Stoneferry. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;

- Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps
- One page profiles are used to gather information about pupils, parents, support and medical needs
- APDR (Assess, Plan, Do Review) graduated response outcomes are discussed with the pupils

Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

THE GRADUATED APPROACH:
Where a pupil is identified as having SEND, we will put special educational provision in place. This graduated approach follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil's progress, class teachers should consult with parents/carers about these and the measures being taken to address them.

Quality first teaching, adapted for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Senior leaders at Stoneferry Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered.

The school's systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage, teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to 'close the gap' with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEND. Early identification of SEND is essential in ensuring positive outcomes for pupils.

What are the arrangements for supporting children and young people in moving between phases of education?

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Primary-Secondary Transition

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made at the interim review in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

To clarify the follow table details when learners with EHCPs will require an additional interim review to support phase transfer:

Usual Date of Annual Review	**Date of Phase Transfer Review**
Autumn 1	Autumn 1 (Annual Review)
Autumn 2	Summer 1 (Interim Review)
Spring 1	Summer 2 (Interim Review)
Spring 2	Autumn 1 (Interim Review)
Summer 1	Summer 1 (Annual Review)
Summer 2	Summer 2 (Annual Review)

All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Transition within the school

Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings.

Transition Information

The learning partnership transition group have been working hard on developing a city-wide transition document. This explains the core offer expected to support pupils at transition points as well as additional enhancements school may wish to include. There is also additional transition information related to vulnerable pupils and those with SEND (including those with EHCPS). This information is available here: https://www.howareyoufeeling.org.uk/transition-support

What is your School's approach to teaching children and young people with SEND?

- Pupils are in the first instance supported through 'Quality First Teaching' within their age-appropriate year group
- Pupils will receive a graduated approach to their learning, following the Assess, Plan, Do, Review (APDR) cycle. This aims to close gaps in basic skills for both Literacy and Mathematical development and develop social skills. Teachers are responsible for updating APDRs and setting the next steps on their learning journey. Pupils requiring an APDR will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability.
- Pupils who require additional support and intervention may be withdrawn from class to work on additional specific learning programmes, such as Toe-By-Toe (specifically for pupils with dyslexia or dyslexic tendencies), 1:1 Reading intervention, 1:1 Mathematical instruction, Speech and language intervention, as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development.
- Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENCO is responsible for ensuring all physiotherapy sessions are carried out.

What sort of adaptations are made to the curriculum and the learning environment for children and young people with SEND?

The curriculum is adapted for pupils, when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, cream coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a bespoke dyslexia programme, such as Nessy or Toe-by-Toe

intervention programme.

- Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted.
- All pupils who are visually impaired will have access to larger print materials (appropriate to the required print). Stoneferry Primary works closely with IPASS to provide the necessary learning materials.
- Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed.
- At times some children may require additional support from the school 'Emotional Well-being Worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
- Children who need to further develop their independence, as well as social, emotional and communication skills have regular access to Stepping Stones. This is an alternative, small group provision which provides specific approaches to learning (e.g. TEACCH trays, sensory opportunities, therapeutic activities and fine motor skills development)

What training is available to staff to support children and young people with SEND? How is specialist expertise secured?

- All Teaching staff are trained on an annual basis with key messages, changes in SEND law and policy
- SENCO attends regular SEND training and disseminates information to teaching staff and the SEND team
- TA's carrying out specific interventions for pupils who have specialist care plans or specialist difficulties are kept up to date with training from outside agencies
- TA's working with pupils who are neurodiverse have access to regular training from Speech and Language NHS service – training revolves around using PEC's (Picture Exchange Communication System) and specialist speech and language and social communication programmes. Training is continuous and changes over time as the pupil develops his/her speech, language, social and emotional skills

How is the effectiveness of the provision made for children and young people with SEND evaluated?

Stoneferry Primary is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible. Teachers take account of a child's special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.
The effectiveness of a child's provision is discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of children and parents. Parents are invited into school to hold these discussions 3 times a year.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. Our Emotional Wellbeing Lead also supports children during lunchtimes.

How are children and young people with SEN supported to improve their emotional and social development?

At times some children may require additional support from the school 'Emotional Well-being Lead.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.
Services include:

Private Educational Psychologist Service – Applied Psychologies

Northcott Autistic Spectrum Disorder Outreach Service
Speech and Language Therapist Service
NHS Speech and Language Therapist service
NHS Humber Sensory service
IPASS – Integrated Physical and Sensory Service
Pupil Referral Unit – Support for pupils with behavioural difficulties
Physiotherapist service
Occupational Therapist Service
Tweendykes & Ganton Outreach Support Service (SLD and ASD support)
Steps to success – SEMH outreach
KIDS
Virtual School – Looked After Children
Social Care and Early help

Additional links are also provided on the Hull Local Offer website.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENDCo, SEND Governor, Head of School or the Executive Head by email admin@stoneferry.hull.sch.uk or by making an appointment through the school office.

The Hull Local Offer

The Hull Local offer can viewed at [Home – Hull SEND Local Offer]

Review Date: September 2027

Useful Websites



Parents For Inclusion | inclusion

SPECIAL KIDS IN THE UK

Special Kids In The UK

SCOPE

Home | Disability charity Scope UK



Council for Disabled Children



YoungMinds | Mental Health Charity For Children And Young People | YoungMinds



Home page | Nasen



(IPSEA) Independent Provider of Special Education Advice



bibic charity - assessments and developmental therapy for children



Register for What Works - Speech and Language UK: Changing young lives



Dyspraxia Foundation



Homepage - Dyslexia Sparks | Registered Charity #1168674