



Stoke Park Primary School

SEND Information Report 2025 – 2026

Our School

Be kind be proud strive for success

Our school values underpin everything we do, from the way we learn, how we talk to each other, how we play together and what we celebrate.

Our support for personal wellbeing and development enables our children to build trusting friendships, become strong in spirit, make wise personal choices, and have strength of character. They learn to be kind and responsible citizens who can contribute positively to the world in which they live.

Our broad curriculum provides stimulating and engaging learning experiences that enable children to take risks and discover their own unique interests and talents. Through these experiences our pupils build self-belief, are proud of what they achieve and inspire others.

We promote high standards of achievement and a love of learning, encouraging all members of our school community to strive for success. Each child develops the skills, knowledge and understanding they need to have successful, fulfilled childhoods and to provide a strong foundation for secondary education and beyond.

Stoke Park has 212 children on role (October 2025)

There are currently 42 children on our Special Educational Needs and Disability (SEND) register with a range of needs. (15.1% receiving SEN Support and 4.7% with Education, Health and Care Plans (EHCPs)

10 children have an EHCP(4.7%) and 32 children have SEND Support.

(15.1%) The primary needs of the children in our school are:

Speech and Language Needs - 11.8%

Social, Emotional and Mental Health Needs (SEMH) - 5.2%

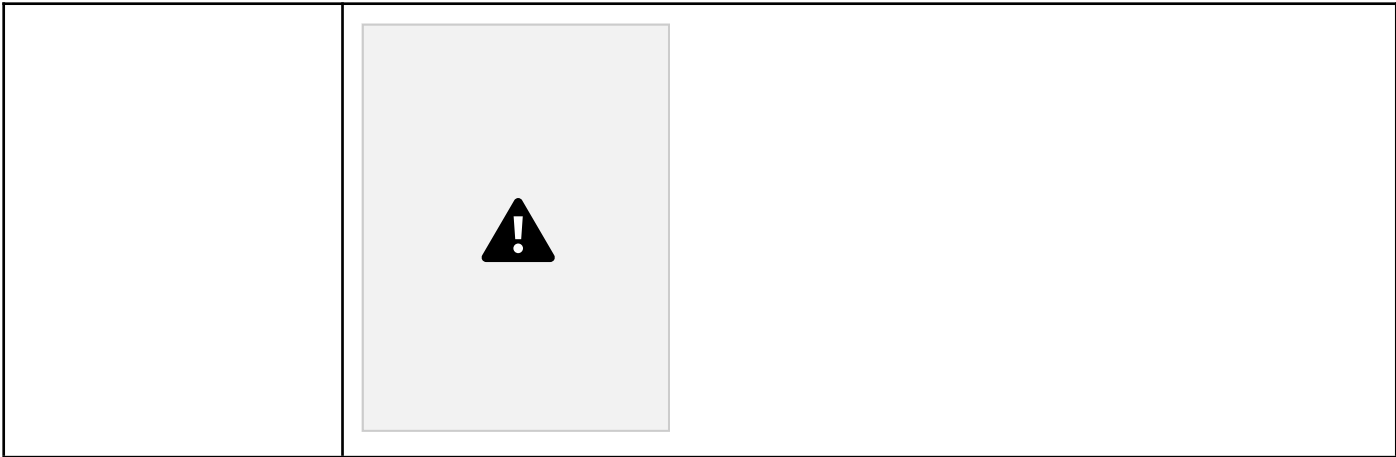
Communication and Interaction needs (Including Autism) - 2.8%

Overall, 19.8% of children at Stoke Park have additional needs, compared to the national figure of 18.3%



Meet our
SENDCO






Special Educational Needs


At Stoke Park Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise

2014:  Cognition and Learning

 Communication and Interaction

 Social, Emotional and Mental Health

 Sensory and Physical



Identifying and Assessing Need

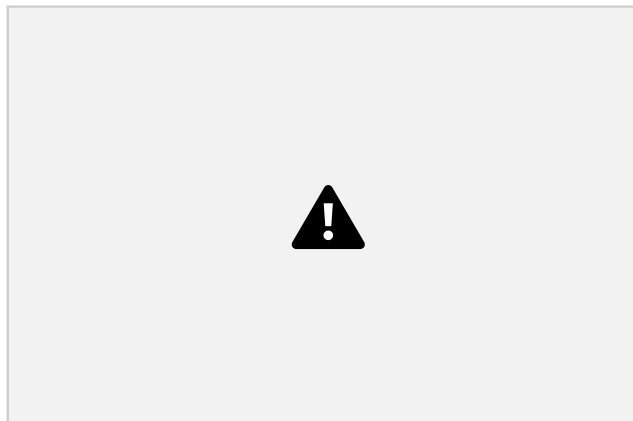
At SPPS we work closely as a team and if staff have a concern about a child, they fill in an Early Help form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored closely, allowing those who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance to help support children's learning within the classroom.



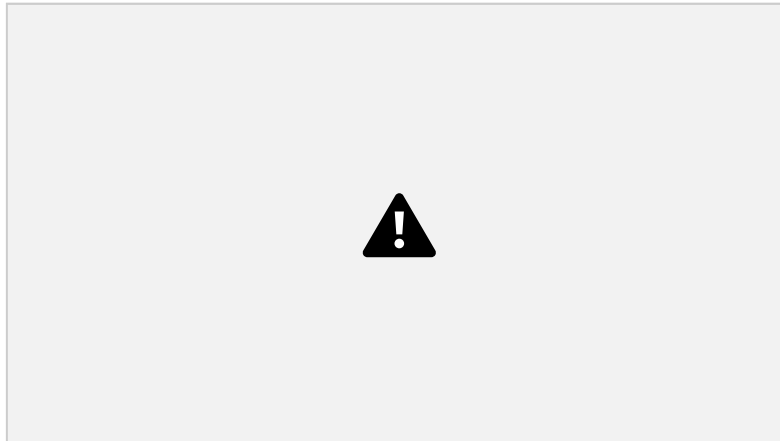


Our approach to teaching children with SEND

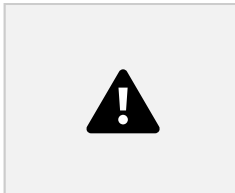
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

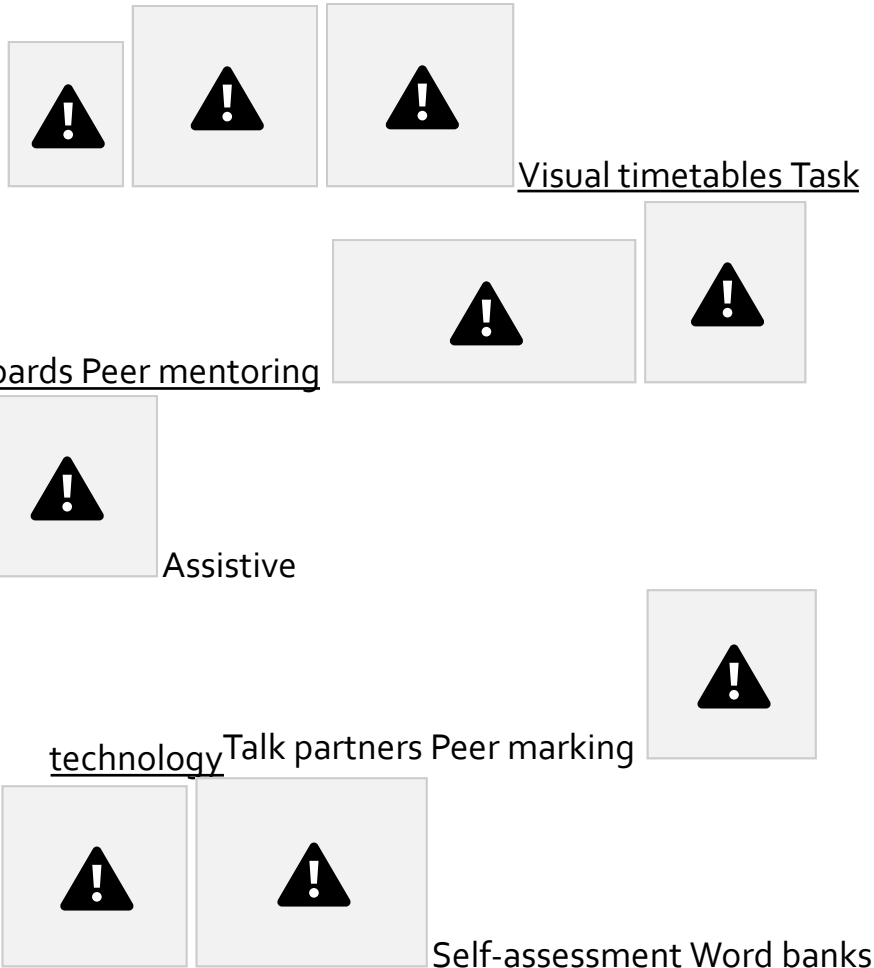
We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



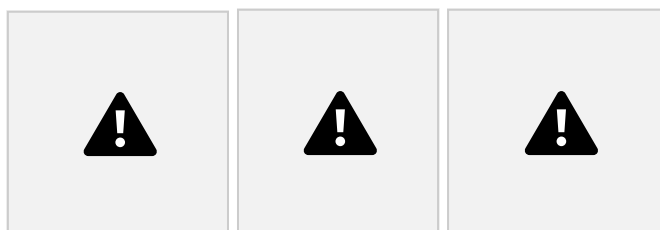
We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.



Curriculum adaptations



Positive behaviour



Timers Explicit instruction

Ear defenders

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

Parent Consultations

At Stoke Park Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and the SENCo is available at parents' evenings to discuss any concerns.

We also hold two coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Stoke Park, signpost to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they
are doing

help decide the
support needed.

Attend meetings and

Feedback and Review
progress/interventions.



Evaluating Provision

What we do:

Review progress in Senior Leadership Team (SLT) meetings and discuss next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing childrens' individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCo.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans. Termly



Staff Training

At Stoke Park, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Therapy Lego Therapy Child

Play

Bucket time

Development



1) Makaton – Level Phonics

Autism (Level

Team Teach

(catch-up)



Learning

Complex Needs

Specific

Difficulties

Nurture support Speech and

training

Language



Attachment Reading for

De escalation

those who

Sensory needs

struggle

including

sensory circuits



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

We hold two 'stay and play' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, LSA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and LSAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our feeder secondary school, Trinity Academy as well as other local schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Bristol Autism Team,
Bristol Educational Psychology Service,
School Health Advisory Service,
Speech and Language Therapy,
Visual and Hearing impairment team and Behaviour Support. Northstar SEMH Outreach

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our school visits, including overnight camp.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, eco team, etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the

steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads Mrs Amy Higgitt or Ms Emma Peel. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Jon Drew – Chair of Governors
Charlie Dorman – SEND Governor



Bristol Local Offer

The Bristol Local Authority Local Offer can be found at <https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers>

If you're concerned about a child's safety or wellbeing, you can make a referral to **First Response.**

FLORA

0117 903 6444.

If you need information or advice about early support for your child's additional needs.

SEND And You (SAY)

0117 352 6020

flora@bristol.gov.uk

<https://www.sendandyou.org.uk/contact-us/>

If you need independent information and advice.

Phone our Information, Advice & Support (IAS) line – 0117 9897725

BRISTOL PARENT and CARERS

<https://www.bristolparentcarers.org.uk/>

A participation group for families with children and young people with disabilities and special needs to help influence how services are run.

Carers Support Centre

<https://www.carerssupportcentre.org.uk/our-services/parent-carers/>


They offer a range of services for parent carers with a child age 18 or younger. These include practical and emotional support, advice and information.

HappyMaps

<https://www.happymaps.co.uk/>

For parents to find useful resources on behaviour and mental health for their children, from babies to young adults. There is general national information and also local information on counselling, charities, local CAMHS (Children and Adolescent Mental Health Services) and parenting groups for the South West.

BAS - Bristol Autism Support <https://www.bristolautism.org.uk/>

	<p>A not-for-profit social enterprise providing smsupport.org/ information, support and training for parents and carers of autistic children in Bristol, North Somerset and South Gloucestershire. You do not <u>need a diagnosis of autism to access the support.</u></p>
 <p>Feedback</p>	<p>'I feel very supported by the school, they have been absolutely amazing with my child.' (Stoke Park Parent)</p> <p>Quotes from children - Year 6 leavers</p> <p>'Sometimes I found lessons a bit long but I enjoyed taking breaks outside looking after the pond. I like to find insects and teach an LSA facts about them. I like to go to forest school and pretend to cook delicious meals made of mud and grass and go on the playground to practise football which I became really good at.'</p> <p>'Stoke Park is a really good school. If you are struggling they will really help you, you will learn lots of good stuff including looking after the pond - you can find Great Crested Newts in there!'</p> <p>'It felt really good to cook at school, I liked making pizza, fish and chips and using mozzarella. When I started I didn't know much about cooking but I kept trying and now I know how to chop garlic etc!'</p>