

We at Stoke Row School believe that every child has individual and unique needs. We also recognise that, in order to achieve their full potential, some children will require additional support. We understand that some pupils will have special educational needs at some point in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Stoke Row aims to equip all pupils with strategies for dealing with their needs in a nurturing environment which recognises that, with effort and perseverance, they can succeed. We also provide our pupils with meaningful access to the national curriculum so that they can develop a love of learning. We aim to embed a culture of high expectations so that all pupils can achieve their potential. Alongside this, we recognise the importance of developing independent working strategies in order to prepare the children for their educational journey.

Any personalised provision is designed to reflect and foster our core values of:

kindness, respect, perseverance, excellence and courage

School arrangements

- At the end of the 2019-2020 academic year there were 15 pupils on the Special Educational Needs/Disabilities (SEND) register; this represents 19% of children on the school roll. Children on the register may have had one or more of the following areas of need:
 - cognition and learning need (including dyslexia)
 - social, mental and emotional health
 - communication and interaction
 - sensory and/or physical needs.
- Ryan Bradley has continued in his role as SEN governor and has monitored the progress of pupils with SEN.
- At the start of the year, we spent the first week 'learning to learn' by finding out about different learning strategies and allowing the children to practise these skills
- Teaching Assistants were deployed through the school carefully, using their particular strengths to impact the learning of our pupils.
- TA and teacher observation and feedback is a regular part of school practise to improve the learning outcomes for all pupils.
- The children continued to be involved with sharing their thoughts and feelings towards different aspects of their learning. We have met with children individually and used tools such as Blob Trees and 'Readiness to Learn' to elicit the voice of the child.
- The children have been involved with discussing their outcomes and progress, and some children in KS2 have contributed to their outcome setting on their pupil profile.
- All pupils on the SEN register have a pupil profiles so that all staff had a clear understanding of individual children's learning preferences and intended outcomes.
- We continue to develop the children's emotional literacy by using the 5-point scale and Blob Trees as a means of reflection.
- Some children on the SEN register have benefitted from additional reading with a volunteer from an Oxfordshire based reading charity: Arch.
- Some children on the SEN register have attended weekly horse-riding sessions as part of their personalised curriculum.
- During the exceptional circumstances of the COVID pandemic, some children with SEN have continued to attend school. Teachers have liaised with families of children with SEN not attending school on a regular basis, offering support, resources, and guidance. Suggestions of work and support have been specifically tailored for children with SEN and communicated via email, class Dojo and the school website.

Pupil Progress

Progress for each individual pupil and groups of pupils, including those on the SEND register, is regularly and closely monitored by class teachers and Senior Leadership Team.

As there are only a small number of children on the SEND register in total, data for these pupils is not reported as there is a risk of identifying them. However, data analysis of the SEN register is shared and scrutinised with the SEN governor throughout the year.

Training

- One of our teaching assistants has completed ELSA (Emotional Literacy Support Assistant) training and her supervision period. She liaised with other ELSAs in a group with an allocated Educational Psychologist.
- Considerable resources were put into Speech and Language Therapy provision including 1:1 training of teaching assistants with

Stoke Row CE Primary School

School Lane, Stoke Row
Henley-on-Thames
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RG9 5QS

Headteacher: Mrs Charlotte Whittle
BA (Hons), PGCE, MEd, NPQH

Kindness ♦ Respect ♦ Perseverance ♦ Excellence ♦ Courage



Stoke Row is a very safe and harmonious place for pupils to learn and flourish. Pupils' behaviour is exemplary. They are kind, respectful and welcomingd contribute fully to the positive learning environment throughout the school. Ofsted 2018

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Governors' Annual report on Special Educational Needs 2019-20

speech and language therapists to cater for children with speech and language needs.

- All teachers and some teaching assistants undertook training linked to well-being of pupils including those on the SEND register, including an introduction to children's mental health one day course.
- During the COVID-19 pandemic lockdown, the teaching assistants took the opportunity to access a wide scope of online training, including Epilepsy Awareness for Schools, an introduction to Speech, Language and Communication (the Communication Trust), COVID-19 Helping Young People Manage Low Mood and Depression, ADHD and ASD training (Reading University) and Phonics training (Oxfordshire).
- The SENCo is currently undertaking the NASCENCo post-graduate course at Oxford Brookes University.
- The SENCo attended regular inclusion briefings throughout the year led by the Oxfordshire Inclusion Team.
- The SENCo attended the Girls and Autism Conference (November, Oxford Brookes University).

Resources

In addition to high quality first teaching from their class teacher, children on the SEND register continue to be supported in a number of ways, including 1:1 support and small group interventions. As well as interventions generated within school, some children follow special programmes – e.g. physiotherapy, speech and language therapy – devised and sometimes delivered by external professionals.

Resources and interventions used to support the children on the SEND register include:

- Black Sheep Press Speech and Language resources
- Third Space Learning - Maths
- Smoothies speech and language programme
- Shape Coding programme
- Rising Stars Maths Intervention
- ELSA support (personally tailored)
- Precision teaching
- Sandwell Maths Assessment
- Nessy Reading and Spelling
- Pre-teaching

External Agencies

Outside agencies supported children on all levels of the SEN register and this has continued to have an impact on the children's development.

Throughout the school year the following external agencies supported the SEN pupils:

- Educational Psychologists
- The Oxfordshire School Inclusion Team (OXSiT)
- Physiotherapy
- SENSS - Communication and Interaction Team
- Speech and language Therapists
- NHS Oxford Community Paediatrics
- CAMHS
- School Nurses
- Occupational Therapists
- RDA
- EYSEN team

Partnership within and beyond the school

- A number of children with SEN took part in sporting events, school performances and school trips.
- We continued to maintain strong links with schools in our partnership. The SENCo attended the partnership inclusion meetings.
- The Senior Leadership Team and SENCo worked closely with local nursery and secondary schools to ensure there was a smooth transition for vulnerable learners.

If you wish to find out more about Special Educational Needs at our school or have any questions about this report, please do contact your child's class teacher.

Mrs Emma Hughes
SENCo

Mrs Charlotte Whittle
Headteacher

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'Shine Like Stars'

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