

Stoke Fleming Primary School SEND Information

Report 2025-26

1) Special Educational Needs and Disabilities at Stoke Fleming Primary School

Stoke Fleming Primary School is a small, community primary school serving the village of Stoke Fleming and the surrounding South Hams area. We currently have 5- classes and 141 pupils on roll. As a close-knit school community, we pride ourselves on knowing our children and families well and building strong, trusting relationships that enable every child to flourish. As of September 2025, there are **16 pupils** listed on the Special Educational Needs and Disabilities (SEND) register as receiving SEND support or being in receipt of an Education, Health and Care Plan (EHCP).

Our vision is that every child will “set sail in the world” — equipped with the knowledge, confidence and character to navigate life’s opportunities and challenges successfully.

Our mission is to provide a supportive, ambitious and empowering environment where children develop strong foundations in learning, resilience in the face of challenge, and a deep sense of belonging within their community.

Inclusion sits at the heart of this vision. We are committed to ensuring that all children, including those with Special Educational Needs and/or Disabilities (SEND), are fully included in school life and are supported to achieve their very best. We maintain high expectations for all learners and believe that, through high-quality teaching, adaptive practice and strong partnership with families, every child can make meaningful progress.

Some pupils require special provision beyond this in order to make progress. This special educational provision – which is additional to or different from the universal provision – is called SEN Support. A smaller number of pupils are in receipt of an Education, Health and Care Plan (EHCP). These plans are issued by the Local Authority when it is judged that a child requires special education provision that is significantly beyond that which can normally be provided through the (financial) resources normally available to a mainstream school.

Nationally, 3% of pupils in mainstream primary schools are in receipt of an EHCP. As of September 2025, the figure for **Stoke Fleming Primary School is 4%**. (It should be noted that the number of EHCPs in the school can change significantly year on year, as pupils join and leave the school, and as new plans are issued by the Local Authority.

In line with the SEN Code of Practice (2014), the Local Authority has a duty to publish arrangements for SEND support in schools. This is called the Local Offer and includes information about the provision that can be expected for children and young people 0-25 with Special Educational Needs and Disabilities across education, health and social care. The link below will take you to the Devon Local Offer website:

<https://www.devon.gov.uk/education-and-families/send-local-offer/aboutsend-and-the-local-offer/>

2) What kinds of additional needs are provided for at the school?

Pupils with a broad range of needs are supported at the school. The SEN Code of Practice divides additional needs into four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**

Communication and Interaction

Children with Speech, Language, and Communication Needs (SLCN) may struggle with expressing themselves verbally, understanding spoken language, or using social rules of communication effectively.

Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Pathological Demand Avoidance (PDA), often have particular difficulties with social interaction, communication, and imaginative thinking, which can impact their ability to build relationships and engage in learning.

Cognition and Learning

Children may need additional support if they learn at a slower pace than their peers, even with classroom differentiation.

Learning difficulties range from moderate learning difficulties (MLD), where support is needed across the curriculum, to severe learning difficulties (SLD), where more complex needs require specialist input. Profound and multiple learning difficulties (PMLD) involve a combination of severe learning, physical, and sensory needs.

Specific learning difficulties (SpLD) affect one or more aspects of learning and include conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, Emotional, and Mental Health (SEMH)

Children may experience emotional and social difficulties that manifest in a variety of ways, including withdrawal, anxiety, depression, challenging or disruptive behaviour, and difficulties forming and maintaining relationships. Some children may have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders that require additional support.

Sensory and/or Physical Needs

Some children require additional support due to hearing impairment (HI), visual impairment (VI), or multi-sensory impairment (MSI), which involves a combination of hearing and visual difficulties. Physical disabilities (PD) may require specialist equipment or mobility support to ensure full access to learning opportunities.

Our school works closely with external professionals to ensure children with sensory and physical needs have access to the right adaptations, resources, and support.

Our current SEND register includes the following numbers of pupils with these areas as their primary (main) need:

Speech, Language and Communication Needs: **7 children**

Social, Emotional and Mental Health: **3 children**

Moderate Learning Difficulties: **2 children**

Specific Learning Difficulties: **2 children**

Please note that some children will have needs in more than one area. The above figures represent the primary area of need (i.e. the area judged to be the most significant potential barrier to progress and for which special educational provision needs to be made for an individual).

The numbers are currently highest for Speech, Language and Communication Needs as this reflects the number of children accessing special provision to accelerate their phonics progress, at this point in time. We are increasingly noticing that Specific or Moderate Learning Difficulties and Social, Emotional and Mental Health needs are frequently underpinned by differences or challenges with Speech, Language and Communication; consequently, SLCN is an ongoing focus area for the school's development of its OAIP. The progress of all pupils at SEND Support level and those with an EHCP is closely monitored by class teachers, with support from the Special Educational Needs and Disabilities Coordinator (SENDCO), where required.

3) Who to Contact for SEND Support

Class Teacher – Identifies learning needs, delivers support, and communicates with parents. Contact your child's teacher directly.

SENDCo – Emily Risby – Leads SEND provision, coordinates support, and liaises with external agencies. Contact via email at senco@stokeflemingprimary.org.uk (Available Tuesday-Thursday).

Headteacher – Chris Harrison – Oversees the overall provision for SEND pupils. Contact via the school office.

SEND Governor – Isabel Fairweather – Ensures the school meets its responsibilities for SEND provision. Contact via the school office.

School Contact Number: 01803 770 244

School Email Address: admin@stokeflemingprimary.org.uk

4) Identifying SEND at Stoke Fleming Primary School

School staff work collaboratively to identify any pupils who may need SEND Support. Information is gathered in a number of ways which can include:

- Listening to and following up on parental concerns
- Following up on concerns raised by teaching and support staff regarding individual pupils
- Information gathering through observations, assessments, transition meetings and Nursery Plus reports
- Reports from outside agencies including medical letters, occupational therapy reports and speech and language reports
- Lack of progress in curriculum areas identified through termly teacher assessments and standardised tests Assessments used to identify possible additional needs include:
 - Teacher assessments, standardised tests and Pre-Key Stage descriptor documents
 - Phonics screening assessments in Year 1 and Year 2
 - Key Stage 2 phonics placement assessments
 - Reading age assessment
 - Spelling age assessment
 - Assessment by Educational Psychologist
 - Speech Link and Language Link screening tools
 - Speech and Language Therapy assessment
 - Occupational Therapy assessment
 - Assessment of social and emotional needs, including the Boxall profile, Strengths and Difficulties Questionnaires (SDQs) and other relevant assessments made by mental health professionals
 - Visual Stress assessment

We can also refer to the community nursing team for emotional support, toileting concerns, sleep difficulties and behaviour concerns when parents or teachers are concerned about this.

We use a number of outside agencies to advise us on meeting pupils' needs, including:

- Devon Educational Psychology Service
- Mental Health Support Team
- Speech and Language Therapy
- Children's Occupational Therapy Service
- Community Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Communication and Interaction advisory teachers (including autism team)

- Devon Specific Learning Difficulties (Dyslexia) Service
- Social, Emotional and Mental Health advisory teachers
- Deaf and Hearing Impairment advisory teachers
- Visual Impairment advisory teachers

What should I do if I think my child may have additional needs?

If you believe your child may have additional needs that could be preventing them from fulfilling their potential and would like to discuss this with school, please speak to your child's class teacher in the first instance. Our teachers know their pupils well and will often be able to suggest adjustments or adaptations as part of Ordinarily Available Inclusive Provision (OAIP) that may help remove barriers for your child. Teachers are happy to speak to parents at the beginning or the end of the day and may suggest an appointment at a different time in order to explore your concerns in more depth.

How will I know how my child is doing?

All children's progress is continuously monitored and formally reviewed by their class teacher at school every term. This naturally includes children at SEND Support and EHCP levels. Children receiving special educational provision (as defined above) will have this captured and detailed on a Learning Plan. Their academic progress in core subjects and any individual targets set on individual Learning Plans will be reviewed: if progress is slower than expected, further changes to their provision are explored and planned for, before being implemented. This Assess-Plan-Do-Review (APDR) process is known as the 'graduated response' to SEND, which is a key part of the SEN Code of Practice (2014).

(Please note that children at SEND Support level whose special provision is participation in additional phonics catch-up tuition will not require a Learning Plan as this intervention is separately monitored by the school's early reading lead. Pupils attending a language group will similarly not require a separate plan in the first instance, as their language development is monitored continuously by teachers.)

Parents can check the progress of their child with their class teacher at any time. Additionally, at set times during each term, parents and children are invited to meet with the class teacher to discuss their child's progress towards their targets. Parents' and children's voices are an important part of the graduated response. This means that you and your child will be involved in the conversations around your child's progress and their possible next steps and your views very much taken into account as part of decision making. If your child's needs are more complex and a multi-agency approach is needed, the school may start a TAF (Team Around the Family) process for your child with your full involvement from the beginning. Desired outcomes are agreed, recorded and reviewed at subsequent meetings.

Children with an EHCP will also have their progress reviewed through termly meetings, as well as a statutory annual review of EHCP meeting. During this meeting, plans are made and targets set to maximise the progress of individuals for the next 12 months. Annual review

meetings for Year 5 and Year 6 pupils will also include discussions about transition to secondary school.

5) Types of Support Available for SEND Pupils

Universal Support (Quality First Teaching & Ordinarily Available Inclusive Provision – OAIP)

All children benefit from high-quality, inclusive teaching that is designed to meet a diverse range of needs within the classroom. This approach is referred to as Ordinarily Available Inclusive Provision (OAIP), which ensures that children with additional needs receive the support they require without the need for an EHCP.

At Stoke Fleming Primary School, our OAIP includes:

Differentiated teaching strategies to support varied learning styles.

Flexible grouping arrangements to enable children to access learning at an appropriate level.

Scaffolding and structured interventions embedded within daily classroom teaching.

Use of visual supports, practical resources, and assistive technology to aid understanding.

A focus on emotional well-being, including clear routines, social stories, and access to safe spaces when needed.

Personalised approaches, including additional processing time, alternative methods of recording, and adapted resources.

By implementing OAIP and Quality First Teaching, we ensure that children with additional needs can fully access and engage with the curriculum, promoting inclusion and fostering independence.

Targeted Support (Intervention Programmes)

Some children may require additional support through small-group or one-to-one interventions led by teachers or teaching assistants. These may include speech and language support, play therapy, nurture groups, or subject-specific interventions.

Specialist Support (External Agencies)

Where additional expertise is required, we work with external professionals, including Educational Psychologists (EPs), Speech & Language Therapists (SALT), Occupational Therapy (OT), and Child and Adolescent Mental Health Services (CAMHS).

Higher Needs Support (EHCPs)

For children with severe, complex, and long-term needs, an Education, Health, and Care Plan (EHCP) may be requested. This legal document outlines additional support, specialist interventions, and potential funding for tailored resources.

6) Transition Support

We recognise that moving between year groups and schools can be challenging for SEND pupils. To support smooth transitions, early years staff liaise with nurseries and parents before children start school, class teachers meet to share SEND plans before pupils move to new year groups, and Year 6 transition meetings are held with secondary schools to ensure tailored support is in place.

7) Parent Partnership and Communication

We believe that strong home-school relationships are essential for children's progress. We offer termly SEND meetings with parents, parent workshops and training on supporting children at home, regular updates via email, phone, and face-to-face meetings, and access to Devon Information Advice & Support (DIAS) for impartial guidance.

Further Information: <https://www.devonias.org.uk/>

8) Complaints Procedure

We encourage open communication. If you have concerns:

Speak to your child's class teacher. If unresolved, contact the SENDCo or Headteacher.

If necessary, escalate concerns to the SEND Governor or Local Governing Body.

A full Complaints Procedure is available on request from the school office.

Final Note

At Stoke Fleming Primary, we are dedicated to ensuring every child reaches their full potential. If you have any concerns or need further support, please do not hesitate to contact us.

Stoke Fleming Primary School Contact Information:

Phone: 01803 770 244

Email: admin@stokeflemingprimary.org.uk

We look forward to working in partnership with you.