

SEN Information Report Stover School 2021-2022

1. The kinds of special educational needs for which provision is made at the school.

Stover is a non-selective independent day and boarding school for boys and girls aged 3 to 18 years.

We provide support for students across the four areas of need in line with the SEN Code of Practice 2014:

1. Communication and Interaction
2. Cognition and Learning e.g. Specific Learning Difficulties
3. Social, Mental and Emotional Health
4. Sensory and/or Physical Needs e.g. Visual Impairment, Hearing Impairment.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. Pupils are regarded as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or
- b) Have a disability which prevents or hinders him/her for making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c) A child under compulsory age has special educational if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasised. The earlier the action is taken, the more responsive the child is likely to be. If a difficulty proves transient the child will subsequently be able to learn with their peer group. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that might be needed to support the child's progress and if the school can meet the child's needs appropriately. At Stover School we use the Devon Graduated Approach to identify, assess and record the needs of children and young people requiring special educational provision.

Stover School's small size and supportive atmosphere means that the identification of Special Educational Needs and Disabilities (SEND) is a collaborative effort with parents, teaching and pastoral staff and the Learning Support Department communicating on a continual basis to build a comprehensive picture of individual student's needs that allows for the creation of a targeted plan to provide the most effective and targeted support possible. This collaborative and multi-disciplinary approach ensures that problems are

identified quickly and the correct measures put in place so as to allow each pupil to progress to his or her full potential.

The process of identifying these needs is co-ordinated by the SENDCO's Mrs Kerstin Sorensen for Senior School, Mrs Debbie Fallshaw for KS1 & KS2, and Mrs Sharron Humphries for EYFS, and involves integrating both formal and informal assessments, teacher's evidence that considers the specific circumstances and needs of the individual pupil. Depending on the circumstances, formal assessments may be conducted in school or may be performed by external agencies and specialists.

Pupils with Special Educational Needs are all provided with an Educational Support Plan in Prep School and a Pupil Profile in Senior School which contain the specific information related to the special educational needs of that pupil as well as strategies in order to support them appropriately to their needs. This information is shared with all the relevant staff, as well as with parents and the pupils themselves. The process of both assessment and identifying the right strategies is collaborative and on-going and the school encourages open lines of communication between parents, pupils and staffs at all times to ensure the best possible outcomes.

The pupil's information will be added to the SEND register (Prep School) or Overview document of Pupils in Senior School and will be monitored throughout the school year. Progress of pupils receiving any intervention measures is monitored through each pupil's assessment profile. Provision will be personalised and modified as deemed necessary by the SENDCo in consultation with the pupil, parents, teachers and LSA's.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
a) how the school evaluates the effectiveness of its provision for such pupils;

Responsibility for monitoring pupil progress and the effectiveness of SEND provisions lies with all staff, with the information gathered being co-ordinated by Mrs Sorensen (SENDCo Senior School), Mrs Debbie Fallshaw (SENDCo KS1 & 2) and Mrs Sharron Humphries (SENDCo EYFS) to ensure that pupils are receiving the correct support at all times. This approach ensures that the SEND provisions in place for pupils are constantly monitored, evaluated and updated to ensure that they are timely, appropriate and effective.

Information is gathered through a system of both formal and informal assessments, classroom observations and evidence from work samples and then used to assess pupils' progress towards clearly defined targets and goals. The input of both parents and pupils is also highly valued at Stover School, with regular opportunities for feedback and discussion.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Stover School's small size means that pupils develop excellent relationships with all members of staff, especially subject teachers and Learning Support staff. This level of personal attention combined with ongoing assessment means that the progress of pupils with Special Educational Needs is constantly monitored and well understood.

Pupil progress is naturally a collaborative effort between staff, pupils and parents and thus it is vital that there are clear lines of communication between the school, the pupils and the parents. There are a number of different communications channels at Stover School, each offering different benefits and each playing a vital role in the development of the friendly and caring atmosphere of which the school is so proud. These include Parent Teacher Evenings and timetabled regular update meeting. During these parents, teachers and pupils have the opportunity to discuss pupil progress, any concerns there might be and to evaluate if SEND provisions is still appropriate and effective or if changes need to be initiated.

c) the school's approach to teaching pupils with special educational needs;

It is critical that the curriculum be differentiated to meet individual pupils' needs in a manner that challenges them in a meaningful way that builds confidence and key life skills as well as allowing them to fulfil their academic potential.

Stover School achieve this in a variety of different ways:

- High quality and differentiated teaching with small classes which allow teachers to create opportunities for individual attention within daily lessons.
- One-to-One Support/Small group support
Depending on individual pupil's SEND needs, one-to-one or small group support may be provided in some or all of a pupil's lessons.
- Targeted Literacy and Numeracy Intervention
In both Stover Prep and Senior School pupils can access intervention for literacy and numeracy during foreign language lessons delivered by specialised HLTAs.
- Supported study
In KS4 some pupils with an individualised timetable can access support during study periods in Learning Support. The support might be having help with homework, going over lesson content or having help with revision.
- Individual Curriculums
Students are offered tailored timetables that help them to develop their areas of strength. If students show particular areas of strength or interest then special arrangements can be made to nurture that interest – for example some children are able to follow a day release programme to acquire some vocational qualifications.
- Mentoring
Some pupils need at times support to develop their communication skills and Stover School has a mentor working with either individuals or small groups to help develop these skills.
- School Counsellor
Stover School has an in-house school counsellor who is available to all students, allowing them a professional and confidential forum in which to discuss concerns and create solutions and coping skills.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Stover School provides education which nurtures, celebrates, challenges and inspires each pupil. Our holistic approach with a research-based curriculum gives the children with SEND the opportunity to develop their skills in all areas in a way that is beneficial to their needs.

Class and Subject teachers are made aware of the barriers to learning for SEND pupils and are given strategies to be used to help each child to access the curriculum effectively.

- Teachers differentiate resources and teaching styles accordingly to the needs of the children.
- Access Arrangements are put in place for SEND pupils in test and examinations.
- Timetables are personalised where appropriate in order for children with SEND to access additional intervention.

Stover School aims to be accessible for all children with SEND, however the school is built around a number of historical buildings that do pose some physical restraints, with some steep and narrow steps to a variety of areas on both the Preparatory and Senior School sites. Any parents or carers with concerns should contact the Head so that the needs of the individual pupil can be discussed and appropriate measures put in place where possible.

e) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

Stover School prides itself on the range of outdoor activities and school trips provided to its pupils. Where needed pupil's with SEND requirements will be offered additional support at an appropriate level to allow them to participate fully. Stover School is offering a broad range of extra curricula activities that provide a multitude of opportunities for students to learn new skills and develop new talents in a secure and well-supported environment that also fosters independence and personal growth.

f) support that is available for improving the emotional, mental and social development of pupils with special educational needs

As a Christian school, we teach children about the value of moral standards, to respect their differences and good standards of behaviour.

Stover has been judged to be excellent in the pastoral care that we provide and we believe this a result of a number of factors including:

- Assemblies who allow us to come together as a community to worship, to celebrate achievements, and to consider important events and issues.
- Regular tutorial sessions ensure that every pupil is in close contact with one member of staff to whom they can turn in confidence.
- A strong house system that provides a framework for pupils to develop a sense of togetherness.
- A system of peer mentoring that gives younger students a number of role models to which they can aspire and which also provides older students with opportunities to develop empathy, confidence and leadership abilities.
- The school counsellor provides a professional, independent service to pupils of all ages.

- A school chaplain takes an active role in school life and is very experienced in dealing with emotional issues that children especially with SEND face growing up.
- Our well-being mentor provides support for children who need additional support to acquire certain life skills in order to be a
- Our medical centre is available to all pupils if they are feeling unwell and a qualified nurse is on call during school hours to provide for pupils' medical as well as some of their emotional needs.
- Weekly Health Care Meeting which are attended by all the SENDCos in which any issues are addressed and actions sought.
- Weekly Pastoral Care Meeting in Senior School in which the SENDCo participates to raise any issues regarding children with SEND.
- Weekly general staff meetings in which SENDCo's pass on information to all staff about children with SEND.

For students with SEND requirements, the Learning Support Department in Senior School and the Arc in Prep School are key in providing the students with a caring and supportive environment in which they further their emotional, social and mental development. This is a result not only of the dedicated and specialist staffs employed within the unit, but are also due to the sense of acceptance and support fostered by the pupils themselves.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SENDCO for Senior School: Mrs Kerstin Sorensen

E-Mail: KSorensen@stover.co.uk

Tel: 01626 354505.

SENDCO for KS1 and KS2 (Prep School): Mrs Debbie Fallshaw.

Email: DFallshaw@stover.co.uk.

SENDCO for EYFS: Sharon Humphries

Email: SHumphries@stover.co.uk.

They endeavor to be easily accessible to parents, and will respond to emails and telephone messages as soon as possible.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- All staff engage in regular whole school training sessions where different aspects of teaching and learning are addressed. External trainers are brought in periodically to address more specialist training needs.
- The LS staff provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff attend regular CPD training some of these specifically on aspects of SEND.
- External trainers are brought in to address more specialist training needs.

- Specialist expertise is engaged from external agencies such as Educational Psychologists, CAMH or the Communication & Interaction Team.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Pupils with SEND requirements are offered appropriate support, in consultation with parents and the pupils themselves, in order to ensure that they are able to access all key facilities, including extra-curricular activities in a way that allows them to develop new skills whilst developing their self-confidence and independence. However, Stover School is built around a range of historic buildings and as such access to some areas of the school site is challenging for wheelchair users.

7 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Stover School believes that pupils should not only be involved in decisions about their education, but also that it is vital to their growth and personal development that they take ownership of and responsibility for their learning and progress.

Pupils are involved in the consultations regarding their SEND requirements and any support to be put in place. They are also an integral part in the creation of the Individual Pupil Passports in which they identify areas in which they would benefit from additional support, the specific support they would like to receive and also how they may be able to aid their own progress.

8 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the first instance we would ask parents to contact the SENDCo. If concerns remain, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

9 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The SEND governor is Jonathan Wolstenholme who oversees the SEND provision, has regular meetings with the SENDCos and communicates any SEND issues to the governing body.

Support from external agencies is sought to meet the specific needs of individual or groups of children for example:

- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS)
- Speech & Language Service
- Communication & Interaction Team
- Careers Advice
- SEND 0-25 Team

10 The contact details of support services for the parents of pupils with special educational needs

<http://www.devonias.or.g.uk/>

11 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

We support transitions across phases in the following way;

Children with SEND entering Year 7 who are not attending Stover Prep School:

- Have several taster days in Year 6 to get to know their peer group, familiarise themselves with the school environment and for staff to get a better understanding of their needs.
- They visit the Learning Support Department in Senior School with their parents/carers to meet the SENDCo, LS staff and familiarise themselves with the Learning Support facilities.
- Have a tour of Senior School with their parents/carers.
- The Year 7 coordinator and SENDCo liaise with the feeder Primary Schools and depending on the complexity of the child's needs, the SENDCo visits the feeder school, observes the child in class and meets with key teachers and the SENDCo to discuss the transition. Where appropriate the SENDCo will attend the review meeting.
- Parents and the SENDCo meet to discuss the needs and any intervention that needs to be put in place.

Children with SEND who are transitioning from Stover Prep School into Year 7

- Have taster sessions in the Learning Support Department during the summer term to meet the SENDCO, Learning Support staff and to get to know the resources and equipment available.
- Year 6 class teachers, the SENDCO and the Heads of English and Maths meet in the Summer Term to discuss the attainment, SEND needs and effective strategies to use.

All children transitioning to Year 7

- Have several taster days each term during Year 6 in Senior School to meet subject teachers, tutors and familiarise themselves with the Senior School facilities.
- Have an up-to-date pupil profile which is send to all Senior School staff.
- Have their SEND and best way of supporting them introduced by the SENDCO at the INSET day in September at the start of Year 7.

Individual careers advice sessions are offered to all pupils in Year 10.

12 Information on where the local authority's local offer is published.

Devon Local Offer

<https://new.devon.gov.uk/send>