



# SEN Information Report

## 2025-2026



Stower Provost Community Primary School is a small, mainstream primary school within a rural community. We know every child well and value the strong relationships we build with families. Our approach is inclusive, nurturing and community minded. We aim to ensure that every child is welcomed, supported and encouraged to achieve their best through high-quality teaching, careful identification of need and partnership with parents, carers and outside agencies where needed.

### Our Inclusive Ethos

We are committed to providing an inclusive education for all children. We believe that every child should feel a strong sense of belonging and be able to take a full and active part in school life. In our small rural setting, our close-knit community is one of our greatest strengths. Staff know the children as individuals and work together to recognise strengths, respond to needs and celebrate progress. We promote participation, independence, confidence and respect, and we work to remove barriers to learning wherever possible. We work hard to ensure equal opportunities for all.

### Our School SEN Team

- Our wonderful **Class Teachers** have the responsibility for the achievement and progress of all children within their class. Class teachers are available to discuss any queries or concerns you may have and should be contacted in the first instance. This can be before or after school, via the office email on [office@stowerprovost.dorset.sch.uk](mailto:office@stowerprovost.dorset.sch.uk) or by making an appointment to see them via the school office.
- **Mrs Sarah Toy** is our Special Educational Needs and Disabilities Coordinator (SENDCO). She is in school on a Tuesday afternoon and Thursday, as well as teaching in Oak Class on a Friday. She can also be contacted by email via the school office or on [senco@stowerprovost.dorset.sch.uk](mailto:senco@stowerprovost.dorset.sch.uk).
- **Mrs Ailsa Boardman-Hirst** is our Head Teacher. She can be seen at the school gate or contacted by telephone 01747 838370 or via the school office on [office@stowerprovost.dorset.sch.uk](mailto:office@stowerprovost.dorset.sch.uk).
- **Miss Laura Buxton** is our Designated Teacher who advocates for our Looked After children. She can also be contacted via the school office on [office@stowerprovost.dorset.sch.uk](mailto:office@stowerprovost.dorset.sch.uk).
- **Mrs Samantha Watridge** is our SEN Governor who monitors and supports us at Stower Provost with matters relating to SEND. She can also be contacted via the office on [office@stowerprovost.dorset.sch.uk](mailto:office@stowerprovost.dorset.sch.uk).
- We have a team of fantastic **Teaching Assistants** across our school who support learning in class, support individuals and deliver a range of interventions and provisions across the school.
- Further useful contacts are listed at the end of this report

### Our children

At Stower Provost, we currently have 91 children on roll, with 23% of our school population recognised as having Special Educational Needs (SEN), which is above the national average of 14.2%. We currently have 21 children on the SEN register, which includes 14 children receiving SEN Support and 7 children with Education, Health and Care Plans (EHCPs) equating to 7.7% of children.

Our current primary areas of need across the school are:

- ❖ **Communication and Interaction:** 9 children
- ❖ **Cognition and Learning:** 8 children
- ❖ **Social, Emotional and Mental Health (SEMH):** 2 children
- ❖ **Sensory or Physical:** 2 children

We support children with the following needs: Speech, Language and Communication, Autism, ADHD, vision impairment, physical disability, global developmental delay, genetic conditions, auto-immune disorders, specific learning difficulties, medical needs and mental health difficulties.

The admission process for children with SEND to Stower Provost Community School is either as part of the normal admission arrangements or following consultation with the Dorset County North SEND team if a child has an EHCP.

### **Our Identification Process**

We identify children's needs as early as possible. Concerns may be raised through classroom assessment, discussions with parents or carers, information from previous settings, or advice from external professionals.

- **Class Teachers:** Class Teachers evaluate the learning within their lessons and are continually considering if the children are making expected progress.
- **Assessments:** Teachers, the SENCo and the Head teacher monitor progress closely through termly assessments. These include termly class assessments, including PIRA (Progress in Reading Assessment), PUMA (Progress in Understanding Mathematics Assessment) and GAPS (Grammar, Punctuation and Spelling). We track children through termly Standardised Assessments including Reading Accuracy and Comprehension (Salford), HAST (Spelling) and Wellcomm (Speaking and Listening). We also track Statutory Assessments such as Phonics Screening Check, Multiplication Check and KS2 SATs.
- **Pupil Voice:** We encourage the children to ask for help and support themselves. We model and celebrate children's ownership of their learning in all aspects of their development. Through Pupil Voice activities and interviews, we aim to understand each child's unique learning needs, strengths, and preferred support strategies, producing a Pupil Passport for each child on the SEN register.
- **Pupil Progress Meetings:** Class Teachers, SENCo and the Headteacher hold termly Pupil Progress meetings to ensure continuous improvement using data-informed decision-making, identifying specific learning needs, and planning targeted interventions to boost attainment. If concerns are raised about a child's progress, the parents will be informed and invited into school to discuss this further.
- **Parent Meetings:** Class Teachers and parents meet termly to discuss their child's progress and can voice any concerns they have. At any point in the year, should a concern arise, we strongly encourage making contact with the school to arrange discussions, to ensure early identification of needs and identify support that we can put into our provision to best support the child.
- **Concerns:** where concerns arise, we use a graduated approach of assess, plan, do, review to understand needs and put appropriate support in place. This may include the use of evidence-based screeners to better understand the needs of individuals.

### **Our Support for Children with SEN**

Our first response to supporting children with SEN is high-quality, inclusive classroom teaching. This may include adapted teaching, flexible grouping, visual supports, clear routines, practical resources and targeted adult support.

Where needed, our children may also receive additional interventions or personalised strategies to help them make progress in areas such as Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical Development. This support follows the Graduated Approach where needs are assessed, appropriate activities are planned and carried out, before being reviewed. Parents and carers are involved throughout this process, and children are encouraged to share their views in a way that is appropriate to their age and stage of development. The Support Plans are reviewed at the end of each term to ensure the support remains effective and responsive.

Our breakout space, where children with more personalised curriculum needs access, is called Cedar Room. In this room, the children complete individualised activities which includes a range of multi-sensory and tailored activities to the individuals accessing it.

Children with EHCPs complete annual reviews, where all professionals involved are invited to join the meeting along with the parents, carers, teachers and the linked teaching assistant.

We also have a designated teacher to advocate for our Looked After children, including those on the SEN register.

We also have extra termly Support Plan Meetings with parents of all our SEN children to foster a collaborative partnership between home and school throughout the Graduated Approach as well as ensuring the support remains effective and responsive.

### **Our Close Partnerships**

**Families:** We believe that positive relationships with parents and carers are essential. As a small school, we are proud of our open and approachable communication. We involve families in planning support, reviewing progress and discussing next steps. We conduct termly parent surveys using The Engagement Platform and listen carefully to parental views, aiming to work together to secure the best possible outcomes for each child.

**Children:** We also encourage our children to contribute to decisions about their learning and support, so that their voice is heard and valued. We complete termly pupil voice questionnaires appropriate to individual age and stage. This information is used to create a Pupil Passport for every SEN child where key information is drawn together into a succinct and clear format to show individual's unique learning needs, strengths, and preferred support strategies.

**In School:** Class Teachers work closely with TAs to create productive learning environments, supporting all individuals to reach their full potential. The SENCo also works closely with the staff to: support adaptive teaching; ensure early identification of need; liaise with families; communicate with external agencies and manage intervention provision.

**External Expertise:** We have strong connections with external professionals: Jane Frost, our link SEN Provision Lead; Ben Higgins, our link Educational psychologist; Marianne Salisbury, our link Speech and Language therapist and Sarah Cullen, our link Specialist Teacher where we can seek advice and support. We also have links with other healthcare professionals and specialist advisory services, working collaboratively with these services to help meet children's needs effectively. This year we have also been involved with the PINs Project (Partnerships for Inclusion of Neurodiversity in Schools) programme and had outreach support from the Teaching Alliance of Dorset Special Schools (TADSS) to support us.

### **Our Accessibility and Inclusion Policies**

We make reasonable adjustments to help children with SEN access the curriculum, the learning environment and the wider life of the school. This includes adapting resources, providing additional equipment, adjusting teaching approaches, supporting communication needs and planning for individual sensory or physical requirements. We aim to ensure that children with SEN are included in lessons, visits, clubs and school events alongside their peers wherever possible.

### **Our Staff Training**

All staff share responsibility for inclusion and supporting children with SEN. Teachers are responsible for the progress of all children in their class, with guidance and coordination from the SENCO and Head teacher. Staff access regular in-school training led by the SENCo, county-led professional development courses as well as National Professional Qualifications to strengthen staff knowledge and practice.

### **Our Transition Arrangements**

We recognise that transitions can be particularly important for children with SEN. We support transition into school with close links to Stower Vale Pre-School and a clear transition programme from Easter for the children joining us in the following September. The reception teacher and SENCo visit the pre-schools to gather insight into any children who may have any SEN needs in order to support the transition.

The new reception children spend time each week in the Hazel classroom with the current reception children as well as a staff member from the pre-school. We also conduct parent meetings for the new reception families, as well as an information evening to ensure the new families feel well-informed and have many opportunities to ask questions or raise concerns.

In the second half of the Summer Term, all children in school spend time with their new teacher and in their new classroom. These sessions begin with a simple reading for enjoyment session, building up to whole transition morning spent in their new class, in-line with Gillingham School Transition Day for the Year 6s. Also, the teachers have joint meetings towards the end of the Summer Term where the next September Support Plans for the SEN children are written collaboratively to ensure a smooth transition and an awareness of the individual needs. Pupil Passports are also updated ready for September. Gillingham School works closely with Stower Provost during the transition process from primary to secondary school by firstly visiting the children at school, allowing them time to ask questions as well as including time for information sharing with the staff. Children with SEN are offered an enhanced transition process to help these children feel confident and well prepared for the change.

### **More Information**

- ✚ For more information about Dorset's local offer, please follow this link:  
<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>
- ✚ SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free, confidential, and impartial service in every English local authority, providing support for children and young people (0–25) with special educational needs/disabilities, along with their parents or carers: <https://sendiass4bcp.org/>
- ✚ The Dorset Parent Carer Council (DPCC) is a forum for parent carers of children and young people (aged 0–25) with Special Educational Needs and/or Disabilities (SEND) in the Dorset Council area.  
<https://www.dorsetparentcarercouncil.co.uk/>
- ✚ You can find the most up to date SEND Code of Practice via:  
[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

### **Concerns and Complaints**

If parents or carers have concerns about SEN provision, we encourage them to speak to the class teacher or SENCO in the first instance so that issues can be discussed and resolved promptly. If concerns remain, families may follow the school's complaints procedure, which is available on the school website or from the school office.

### **Information Report Review**

This report is reviewed annually and updated when necessary to reflect current practice. It should be read alongside the school's SEN policy, accessibility information and other relevant policies published on our school website [www.stowerprovost.dorset.sch.uk](http://www.stowerprovost.dorset.sch.uk)