

School SEN Information Report 2026-267

“Let all that you do be done in love” 1 Corinthians 14:16



Our school

Stoborough CE Primary School is a truly inclusive school adapting plans and provision for children with all Special Educational Needs and Disabilities under the Equality Act 2010 and Code of Practice 2014. We have high expectations for all children, whatever their ability or needs. We want all children to feel included and that they are a valued part of our school community.

Admissions to Stoborough

At Stoborough, we welcome and 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.

Please see the Coastal Learning Partnership website for the school [Admissions Policy](#).



The Special Educational Needs Coordinator

Mrs Anne Derrick is the named SENDCo. The SENDCo is responsible for overseeing the organisation of effective SEND provision for identified children in the School in close liaison with staff and parents. Mrs Murray is the school's Inclusion leader with a wider remit including Pupil Premium, Children in Care (CiC), medical needs and mental health. Mrs Derrick and Mrs Murray can be contacted by via the school office, by email or by telephoning the school.

Email: stoborough.office@coastalpartnership.co.uk
or send.stoborough@coastalpartnership.co.uk

Telephone: 01929 552974

Our SEND admin assistant is: Mrs Young



The Local Offer

Every local authority must have a Local Offer that is available on the internet and must make sure that people without access to the internet can also see it. Local Authorities are required to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The Local Authority must tell children, young people and their families how they can find out more about the Local Offer.

Dorset's Local Offer can be found via this link: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>



Special Educational Needs and Disabilities

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning Moderate learning difficulties. Specific learning difficulties such as dyspraxia, dyslexia, dyscalculia
	Communication and Interaction Autistic spectrum condition, selective mutism, speech and language difficulties
	Social, Emotional and Mental Health ADHD, emotional needs, social interaction difficulties, anxiety issues, attachment difficulties
	Sensory and Physical Hearing impairment, sensory processing difficulties epilepsy, physical impairment.

The school's policy for SEND is available on the school website. Link to the SEN Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0to-25>



Identifying and Assessing Need

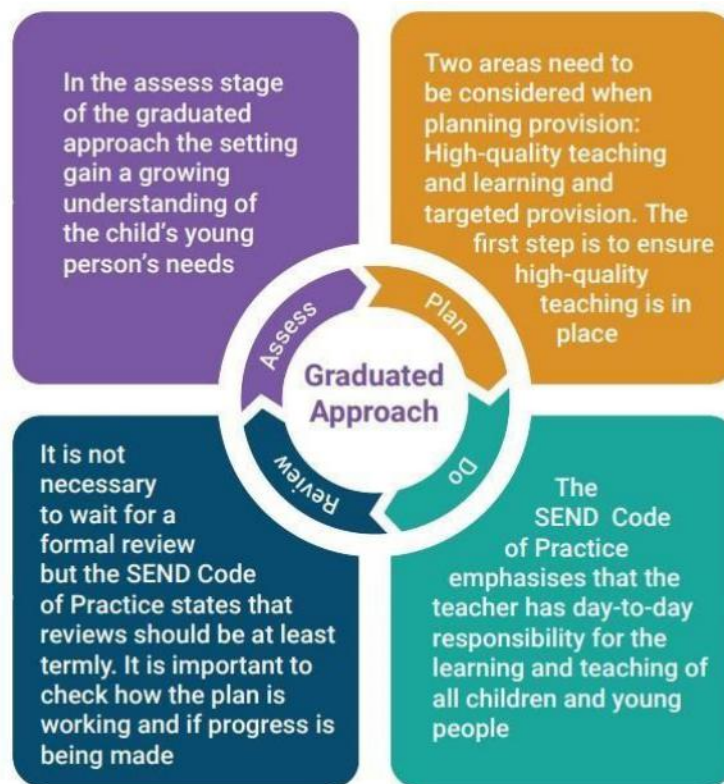
We plan our support (Provision Map) in 'Waves' 1 – 4:

Wave 1: Quality First Teaching (QFT)

First and foremost pupils will be taught in class carrying out activities planned by their teacher to give support. Interventions are arranged, delivered and monitored by the class teacher and/or teaching assistant.

Wave 2: Quality First Teaching (QFT) and Monitoring

At Stoborough we work closely as a team and if staff have a concern about a child, they begin a "Graduated Response" form and discuss the concerns with parents. We will follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a period of up to two terms, we will decide if a child needs to be placed on the SEND register and invite parents in for a meeting, where we will share the targets their child is working on and the support they are receiving.



Wave 3- SEND support

We will work alongside parents and carers when agreeing what support to provide and what it will achieve. This is logged on a Personal Support Plan (PSP) SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Some extra help in the classroom for certain lessons
- Small group or one-to-one learning
- Individual targets that are reviewed three times a year, written on a Personal Support Plan (PSP)
- Support for emotional regulation and behaviours.
- It may involve support from specialists such as speech and language therapists, Occupational therapy, hearing support, CAMHS.

Wave 4 - EHCP- Educational Health Care Plan

Further assessments by external professionals, such as Specialist Teachers for the Locality and/or the Educational Psychologist may identify that pupils need access to a more bespoke curriculum to support their needs, depending on the actions identified in the EHCP. An Annual Review is held to look at provision, progress and needs and to amend the EHCP where necessary. Pupils are asked to contribute their views at the Annual Review. If a child has complex needs, they might already have an EHC plan written before they start school.

An EHCP is a legally binding plan setting out a child's difficulties as per the Code of practice. The Local Authority are legally responsible for ensuring the plan is carried out effectively. EHCPs are reviewed yearly and can last until age 25.

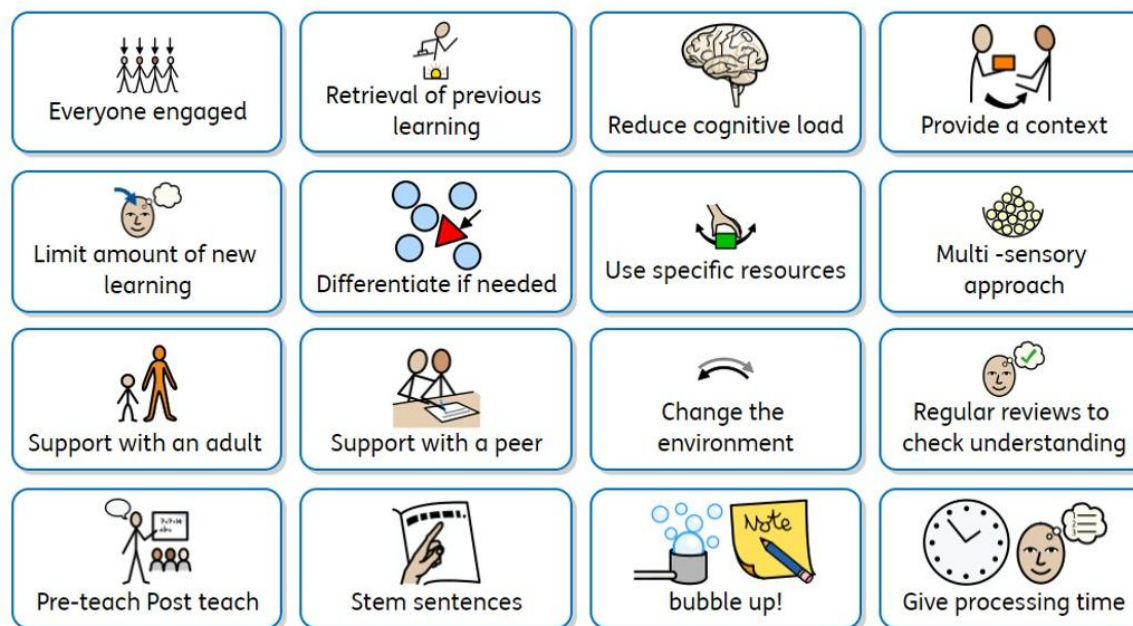


Our approach to teaching children with SEND

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs.

Planning for each class has been considered closely by teachers with regard for children with SEND and their needs. Teachers consider what adaptations need to be made for children with specific barriers to learning. They plan opportunities for children to draw on their strengths to overcome their difficulties. We regularly review the quality of teaching for all children, including those at risk of underachievement. Staff use a graduated response in order to identify need and provide targeted support. We also use our SEND "ways in" approach based on the Rosenshine principles and drawing from the EEF 5 a day.

SEND ways in - general principles



Teachers are responsible for:

- Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet their individual needs.
- Checking the progress each child is making and identifying, planning and managing the delivery of any additional help they may need (this may take the form of targeted work, additional support, adapted resources etc.) and sharing this with the SENDCo, as necessary.
- Liaising with the SENDCo when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies.
- Planning, sharing and reviewing Pupil Support Plans (PSPs), with parents at least once every term.
- Ensuring all staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND.

At times additional adults and outside agencies may be involved setting up specially planned work and resources.

Mrs Derrick is responsible for co-ordinating different agencies working with your child and ensuring the class teachers are fully aware of advice and strategies to use in class.



Curriculum adaptations

Some resources we use:



Visual timetables



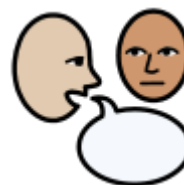
Now and Next boards



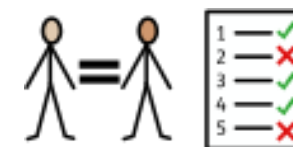
Peer support and group work



Assistive technology



Talk Partners



Peer feedback



Self-assessment



Word banks



**Positive affirmations and
Relational approaches**



Special equipment



Timers



**Explicit Instructions – this might
be 1-1.**



Social stories



Sensory spaces/breaks

We also provide the following interventions:

- Phonics interventions –Read Write Inc
- Reading fluency
- Precision teaching

	• Pre-teaching • Play therapy (external provider, if funding secured) • ELSA • Young Carer Champion • ELKLAN Speech and language • Small group Maths/English work • First Class @ Number • Nurture Group • We also seek advice and equipment from outside agencies as and when the need arises.
 Access Arrangements for Tests and Assessments	We will consider each child's individual case and their specific needs to decide if any adjustments are necessary in order to allow that child to access tests. Adjustments that may be made include; • Additional time to complete the test • A break during the test • Large print • An adult to help the child to stay focused • Making a transcript of the test if the child's writing is difficult to read
 Supporting	At Stoborough, we are committed to creating a consistent, safe and secure environment that fosters connection, inclusion and respect; where children feel secure and have a strong sense of belonging. We have established a whole school approach to relationship building; encouraging positive attitudes to achievement, increasing self-esteem, encouraging self-discipline and a sense of responsibility for themselves and others. A 'relational approach' is a way of interacting and communicating with others that embodies values such as respect, inclusiveness, honesty, compassion and cooperation. It is much more than an approach to behaviour management. Understanding our relationships with each other, as a community, as a school, and as individuals, can enhance both academic and social learning. Unless children are happy at school, the progress of learning is not maximised and an individual will not achieve their full potential and flourish. Our school has a good history of supporting children who are struggling with emotional difficulties. We take our pastoral responsibilities very seriously and our Relationships, Behaviour

SEND children with emotional and social development.

and Anti-Bullying Policy and procedures reflect the Ethos and Values of the school. We offer social and emotional support within the school environment for every child and their families. The school works in partnership with families to encourage prosocial behaviours for all our pupils. We expect the children to be responsible, make good choices and show respect for the whole school community. Some children may need an individualised plan to support them and give guidance and a consistent approach with the adults around them. The plan will be written and reviewed regularly with parental input. In addition:

- The Jigsaw PSHE/RSE programme is delivered as part of the curriculum across the school. It provides a framework for developing social and emotional skills across subjects and outside the classroom.
- RE and worship enable further times for reflection and discussion about a range of issues locally, nationally and globally.
- We promote excellent attendance
- We have a fully trained Emotional Literacy Support Assistant (ELSA), who works closely with children who need additional support as well as a Senior Designated Mental Health Leader (Headteacher). The ELSA supports identified children on a 1-1 basis, sharing strategies with class teachers and TAs under the guidance of the Designated Safeguarding Lead (Headteacher)
- Team Around the Family (TAF) and Team Around the Child (TAC) meetings are organised, when necessary, by the Designated Safeguarding Lead and/or the SENDCo, which may involve drawing on further support from Children's Social Care or the School Nursing Team.
- The Headteacher is an experienced Designated Teacher for children who are looked after or post-adopted.
- Mosaic counsellors are fully trained external professionals who provide support for bereaved pupils.
- Play Therapists are fully trained external professionals to provide support for pupils
- Auggie, our wellbeing dog, visits school most weeks and loves to have a cuddle, go on walks, play fetch and read stories with the children!

We have an 'enabling ethos' in our school and all children are encouraged to accept challenges at their own level and to embrace mistakes as part of the learning process. We believe that this approach enables all our children to reach their full potential.



Physical adaptations and accessibility

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We complied with the requirement to support children with Disability as defined by the Act.

The school is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.

Specialist SEND facilities in place:

- *Sensory equipment*
- *Wheelchair access*
- *Handrails*
- *Accessible toilet*
- *Physical classroom consideration given to allow best accessibility for a child with disabilities*
- *Adapted writing / recording resources (pens,, pencils, writing slope etc) used where appropriate*



Children in Care

The schools' designated teacher responsible for Children in Care 'CiC' is Mrs Murray.

Children who are CiC, or Previously Looked After (PLAC). Should a child who is CiC also have SEND needs, they will have their needs met in accordance with the school SEND policy.

- A child is deemed to be a "child in care" by the Local Authority if the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Children who are in Care have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education. PEP meetings run termly with representation from the Virtual School.
- Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called 'Pupil Premium Plus'.



Involving and including Parents and carers.

We aim to have an early discussion with the pupil and their families when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the families' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Appointments can be made at the school office or by phone:

- It is important to discuss concerns with the class teacher first.

The SENCO (Special Educational Needs Co-Ordinator) runs a weekly drop-in session, no appointment necessary. Families can drop in to discuss any concerns or for an informal chat about their child.



Support Services for Parents and Carers

School Nurse: (contact through School Office)

Dorset SENDIASS: <https://www.dorsetsendiass.co.uk/>

Dorset Virtual School for children who are in care/ Looked

After: <https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/children-in-care/dorset-virtual-school>

Dorset Family Matters: <https://www.dorsetcouncil.gov.uk/children-families/get-help-for-your-family/getting-help-for-your-family>

Dorset Support for Families, including Early Help: <https://www.dorsetcouncil.gov.uk/children-families/family-hub/support-for-families>



We use a person-centred approach at Stoborough Primary. We believe it is crucial that children on the SEND register take part in the target-setting process, as well as involvement in evaluation and reflections about progress made and next steps.

Other ways the children are involved are:
Pupil Governor Meetings

Pupil Voice	Annual Reviews of EHCPs Personal Interviews Pupil Questionnaires Pupil View / 'All About Me' forms Personal Education Plans (PEPs) for Children in Care (CiC) Worship sessions
Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (see accessibility plan). All pupils are encouraged to go on our residential trip(s). Individual pupils may require a more detailed risk assessment plan for the trip and families may be asked to meet with the class teacher and the SENDCo to agree a supporting plan. All pupils are encouraged to take part in sports day/sporting events, peripatetic music lessons, school plays, special workshops and bikeability. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Further information can be found on our school's accessibility plan which is on the school website or a copy can be requested from the school.



Staff expertise and training

Staff receive training on specific SEND areas e.g. dyslexia and ASD. The SENDCo also provides regular training for TAs on learning difficulties and how to implement support programmes, such as Colourful Semantics. As part of Coastal Learning Partnership there is also some shared CPD across the schools. TAs are fully involved in the school's CPD programme and undergo regular appraisal to ensure that they are up to date in their practice. Some staff have specific training for working with children with asthma, diabetes, visual and hearing impairments. If a child starts school with a medical condition that requires support a health care/ intimate care plan can be drawn up in association with any specialist medical teams (see accessibility plan).

In 2025, staff attended the Understanding Autism training led by Anna Ridley, Educational Psychologist for the LA. Staff also attended PACE (Playfulness, Acceptance, Curiosity, Empathy) training sessions on:

- PACE and Trauma-Informed Approaches to enhance wellbeing
- Neurodiversity – Autism
- Neurodiversity- ADHD
- Neurodiversity- Dyslexia
- Pathological Demand Avoidance (PDA)

The whole staff team have recently received training in Relational Practice and they have regular ongoing training in Therapeutic Thinking (Previously Dorset Steps).

Specific staff training in 2025-26:

EAL training from the Bell Foundation

The Graduated Response and Ordinarily Available Provision

ELSA- supervision and coaching

Supporting wellbeing through Music

Shrec approach – EYFS

Widget – for dual coding

Where we feel it is appropriate or an Education Health Care Plan states that a child requires increased support then any support staff are carefully chosen so that the correct amount of support is given to the child, whilst still promoting their independence. Any specific training that is required will be provided for any staff working with the child, lunchtime supervisors and the class teacher.

	Our SENCo has completed the SENCo Accreditation course. We have four members of staff who have completed Level 3 Safeguarding, including the SENCo. All members of staff complete annual safeguarding training and any concerns are quickly reported via an online system (My Concern) so that they can be assessed and any necessary actions taken as soon as possible. We are aware that children with SEN have a higher likelihood of having issues relating to safeguarding (both in and out of school) and so work hard to ensure that any concerns that the children raise are both believed and dealt with. Parents/Carers will be contacted over any concerns that are raised regarding their child. The senior leadership team are constantly moderating needs within the school and where an area of concern is highlighted, whole-school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed. The SENDCo attends networks and conferences led by both Dorset Local Authority and Coastal Learning Partnership. Key messages are disseminated to senior leaders and staff. The SENDCo also provides annual training for staff in relation to actions identified in the SEND action plan and School Improvement Plan.	
 External Agencies we work with	Provision for a child with SEND could include referral to outside agencies for their assessment and advice and could include:	
	NHS Dorset Speech and Language Therapy	This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.
	Hearing and vision Support Services	This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child for your child to be able to learn.

	Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)	This service can be referred to by school but is also done through paediatrics.
	Children and Young People's Social Care	Some of our families have social care involvement because their child has a severe or complex disability. This enables families to access services such as home adaptations.
	School Nurse	The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.
	GPs and Health Visitors	Children between the ages of 4-5 are still under the care of a health visitor. GP's can consult with school if needed.
	Paediatricians (community and hospital based)	The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a referral for a diagnosis of a specific disorder from a consultant, such as – • Autistic spectrum disorder (ASD) • Developmental co-ordination disorder (DCD) • Attention Deficit Hyperactivity Disorder (ADHD) They can also provide access to Occupational therapy and physiotherapy, who in turn will provide advice to schools of how best to support your child's needs.
	Child and Adolescent Mental Health Service (CAMHS)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.

	Early Help	Dorset Early Help aims to support children and young people in their learning and development at all stages of their lives through a locality-based approach that includes assessment and family support, early years services, school inclusion services, information advice and guidance to families and a broad range of learning, development and parenting programmes.
	Specialist school outreach Support Services	The SEN specialist school in the area – Westfield College – provide outreach support to schools within their specific areas of expertise.
	Educational Psychology	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
	New to 2026-27: NHD School Mental Health Support Team	This service provides support for children who have mental health difficulties, such as anxiety, including separation anxiety.



Evaluating our SEND Provision

The SENDCo ensures that SEND has a high profile in the school. SEND practice is monitored by the SENDCo, head teacher, MAT Inclusion Leader and governing body. The governor responsible for SEND in the school is **Mrs Naomi Waters. Responsibilities:**

- Making sure that the school has an up to date SEND policy, which is being followed.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school.
- Making sure that the necessary support is made for any child who attends the school who has a SEN and / or a disability.
- Mrs Waters meets with the Inclusion lead termly to monitor the provision and progress of SEND children in school. She reports her findings to the Governing body following her visits.

Other monitoring includes learning walks and work and planning scrutiny. Regular formative assessments are made of children with SEND to track their progress.



Complaint Procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If, as a parent/carer, you wish to make a complaint about the SEND provision for your child, firstly, try to talk to the class teacher about your concern as soon as possible. If you have further or continued concerns, contact the Headteacher/SENDCo, who will address any issues raised by you and liaise with staff and parents appropriately, according to the concern. If you believe that the issue has still not been resolved, please refer to the complaints policy on our website.



Transition Support

Moving schools can create understandable concerns for children and their families. If your child is joining the school you and your child will be offered the chance to visit the school in advance on request and if your child has SEN the SENDCo can meet you during this visit. New children will also be allocated another child to spend time with, help them settle in and find their way around. We will contact the previous SENDCo and ensure we get all the relevant information for the child starting with us or will pass on all records and information to the new school so any special arrangements and support can be put in place. Our staff are sensitive to the implications of joining a new peer group, joining the school midyear, or moving to a completely new location. They are experienced at supporting these transitions and will be keen to offer help and reassurance to ensure your child integrate well and are happy at their new school. We can offer enhanced transitions if needed with further visits and social stories. We recognise that transitions can be particularly difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

In Year 6, we make sure all relevant information is discussed and sent to the SENDCo of the secondary school. We invite them to any annual review meetings to meet parents and discuss needs. As part of the Purbeck SENDCo group, we organise extra visits to the local secondary school for those children with SEND so that they can become familiar with layout and routines. When attending transition sessions at the secondary school, children will need to be taken and collected by their own family member and left with a member of the SENCo team. They will have a chance to meet key members of staff, have lunch and make friends

For new Reception pupils, the transition process starts after Easter in readiness for the move in September. We have good working relationships with all the local feeder nurseries and pre-schools and ensure the transition process is carefully implemented. If a child with SEND is starting at our school in Reception, the class teacher and SENDCo may visit the nursery or pre-school setting and attend any review meetings prior to your child starting school. We can also discuss a transition plan so we can meet the needs of your child immediately. This may include extra induction visits, photobooks for you to share with your child during the summer holidays or a staggered start in September.

When moving classes in school:

- Information will be passed on to the new class teacher promptly.
- Transition visits enable the children to meet the class teacher/TA and become familiar with their new classroom. Additional visits will be provided for those children identified as needing extra support with transition.

Handover meeting is held between staff to share strategies of support.