



SEN Information Report

St. Stephen's C.E. Primary School

January 2021

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

SENCO : Mrs S Haughton
SEND Governor: Mrs J Bell
Contact : 01772 556306 ext 2

senco@st-stephens.lancs.sch.uk

St. Stephen's C.E. Primary School is a mainstream primary school which has 299 pupils on roll. We strive to teach an inclusive and exciting curriculum that promotes creativity and success for all in a positive, caring environment. As a C of E School, we endeavour to develop the spiritual and moral values of members of the school family, and we invite the other faiths represented in the school to join with us to "Aspire to Greatness". We hope to develop our children into confident, caring citizens who are well prepared to enjoy happy and rewarding lives in a diverse and changing world.

We provide an environment where creativity, curiosity and a love of learning is fostered, alongside the teachings love and respect for one another. "Aspire to greatness" is our school motto which invites us to "Achieve highly, succeed with self belief, persevere, include everyone, respect property, ourselves and others and enjoy learning.

Pupils are included in our school who have the following kinds of special educational needs and disabilities(SEND):

- **Communication and Interaction.**
- **Cognition and Learning.**
- **Social, Emotional and Mental Health Difficulties.**
- **Sensory and/or Physical.**

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

- As part of a graduated response, we identify and assess pupils with SEND using the following methods:
- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and barriers to learning.
- The class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed.
- Through the above actions it can be determined which level of provision the pupil will need. This may be at an Additional Needs level where a pupil may need support for a limited amount of time or has needs that staff need to be aware of in order to facilitate their style of learning. If a pupil needs significant intervention, in consultation with parents, the pupil will be placed on the SEN Register and an Individual Education Plan will be implemented with input from parents.
- Individual Education Plans are evaluated termly and shared with parents.
- The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- If a pupil has recently been removed from the SEND register they may also fall into the additional needs category and will be monitored as necessary.
- Parents will be informed fully of every stage of their child's development at termly parents' evenings and through the provision of an Individual Education Plan where appropriate. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress and the nature of the child's learning difficulty.
- Behaviour difficulties do not necessarily mean that a child has SEND and should not automatically lead to a pupil being registered as having SEND. The child could however have social, emotional and mental health difficulties which would be monitored and categorised as SEND after a series of interventions have been used and parents guided with strategies.
- Additional support and advice might also be sought from outside agencies, particularly where a child's rate of progress is causing increasing concern or that it is considered that an Education and Health Care Plan is appropriate for the child's long term needs.

What methods do we use to identify pupils with SEN?

All pupils are rigorously tracked in English and Mathematics. Discussions take place between staff through the termly 'pupil progress meetings', which is a robust evaluation of the tracking system and where every child whose progress is a concern is discussed. If your child is new to our school then progress will be discussed with the previous school or nursery.

If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Interventions are time limited to 6 weeks before they are evaluated.

We also track the progress of pupils using "PIVATS" statements which cover pre Key stage related outcomes and these help us to identify the small steps of progress SEND children are making. We also use standardised assessments, teacher observations, and other types of formative assessment. Should we believe that your child is not making sufficient progress, despite early support, your child will be placed on the SEN Register in discussion with you. We may then consider additional provisions (made from within the school's resources) and will produce Individual Education Plans and review them over 2 to 3 cycles (2 terms). Often an adaptation of strategies within the classroom setting enables children to make the right amount of progress for them. However, for some pupils, considerable resources may be required. These may be suggested by the class teacher who would discuss with the SENDCO whether additional assessments (i.e. cognitive assessments) or whether a specialist teacher/Educational Psychologist (EP) should be consulted.

Parents are involved in this process if the support of an outside agency was needed. Should input from specialist teachers and/or an E.P. may determine that an Educational Health Care Plan is required, school would then apply for this and supply the evidence of support provided by the school. The child and family are thoroughly involved in this process. If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENDCO or Headteacher and your child's needs can then be discussed.

We evaluate the effectiveness of our SEND provision in the following ways:

- Tracking the attainment and progress of pupils with SEND termly
- Monitoring provision within the classroom setting
- Involving the SEND governor in discussions about provision and the progress of pupils with SEND
- Involving specialist teachers/Educational Psychologists with pupils of greatest concern so that the right strategies are adopted for the child to make better progress and enabling the School's SENDO (Local Authority Special Educational

Needs and Disabilities Officer) to advise throughout the assessment process or application for EHC plan.

The SENDCO provides a written report to the governing body each year and evaluates the progress of pupils on the SEND register.

Training for Staff:

The SENDCO attends termly cluster meetings and also has access to additional training through the Local Authority.

The Learning Mentor has undertaken training in children's social and emotional well being as well as new CAF training. She also provided training in nurture for support staff.

The SENDCO provides training and support for teachers but in addition to this, the school purchases specialist teachers to provide who school training (i.e. in ASD, behaviour management) or to work alongside staff in the classroom.

Individual staff have received training in the use of Epi-pens and diabetes pump management.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

- Tracking of progress to "Key Performance Indicators" which are recorded in the child's book and reviewed every few weeks
- Discussions with the assessment leader through pupil progress meetings which may then lead to discussions with the SENDCO about the progress of SEND pupils
- Use of standardised assessments i.e. spelling tests, reading tests, WRAT tests to assess attainment at least annually.
- Use of social and emotional descriptors within the PIVATS for children with social, emotional and mental health difficulties which are used termly

The class teacher is responsible for ensuring that pupils are on track but there are annual meetings with teachers and the SENDCO to ensure that pupils' needs are correctly identified, that provision for need has been enabled and that resources are being effectively used.

Our approach to teaching pupils with SEND includes:

- Quality First teaching
- Differentiation through the use of additional resources,
- Additional support in key interventions such as IDL, talk boost, fast track phonics, precision teaching, individual teaching/group teaching of key concepts and skills and daily targeted nurture work.

We offer the opportunity to all pupils with SEND to engage fully in the learning within the classroom and with other pupils, and this may be possible with adaptation of materials/human resources. However, for some pupils, learning programmes in key skills may be applied so that they make progress in the areas which are most relevant to them. i.e. to learn to use basic punctuation may be their current need instead of a range of advanced punctuation or to engage in "social stories" in a small group rather than whole class drama activities. Some pupils may have a physical need which requires particular exercises to be followed on a daily basis rather than joining in with a class P.E. lessons twice a week.

We adapt the curriculum for pupils with SEND in the following ways:

- Daily precision teaching in handwriting/spelling/reading/number facts (as appropriate)
- Beginning with the child's interests if engagement and social and emotional difficulties are prevalent
- Use of ICT (as appropriate) i.e. iPads for children to access additional software in core skills
- Additional physiotherapy/OT exercises/adaptations/aids if required after advice
- Use of visual timetables and cues, social stories and sensory diets for those who require them.
- Alternative ways of recording such as typing, mind maps, scribes or voice recording.

Our teachers will differentiate the curriculum to match all the needs of the children in their classes. We ensure that our curriculum is broad, balanced and inclusive. Pupils with SEND will have a detailed IEP which will be implemented by either the teacher or teaching assistant each week in the form of 1:1 sessions, as part of whole class sessions or in small groups. Staff will modify resources or differentiate work specifically for individual pupils.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

- Facilitate all pupils to attend school trip
- Take part in sports days and special events (such as performances)
- Attend school clubs and extra-curricular activities

It is sometimes necessary to facilitate additional resources for pupils to take part within the curriculum i.e. 1-1 support on sports days or a bus which has disability access for school trips. Some pupils SEND may be so significant that to access an area of the curriculum safely (i.e. swimming) is extremely difficult in the setting used by school pupils. In these circumstances, parents would be advised accordingly and it may be that hydrotherapy pools can be accessed outside of the school setting or in partnership with a school, if this is deemed reasonable.

The following social, emotional and mental health support is available for pupils with SEND:

- Daily nurture groups provided by support staff
- Lunchtime nurture group
- Play buddies and adult play partners on playgrounds
- Access to a learning mentor
- Access to early intervention support such as play therapy and counselling for those families willing to engage with the CAF process
- Listening box outside “The Bubble” for children to report bullying or their concerns
- Facility on the school website to report bullying anonymously (Whisper).

Accessibility in and around the building:

- The school is accessible for wheelchair users in all locations except for the top floor of the junior block (Upper KS2)
- Toilet facilities for wheelchair users can be located in the infant area and the community room.
- Additional portable equipment such as note pads and iPads are available for pupils with SEND where appropriate.
- Specialist cushions, angled writing boards and pencils are available to pupils with dyspraxia.
- A small group room is available in the junior block and “the bubble”, a nurture room is available in the link corridor.
- Visual timetables and additional signage is used in classrooms as appropriate.

The name of our SEND Co-ordinator (SENDCO) is: Mrs Sally Haughton

The responsibilities of the SENDCO are:

- Overseeing the day to day operation of the school’s SEND policy.
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities
- Organising and contributing to training of staff
- Liaising with external agencies including the local authority’s support and educational psychology services, health and social services and voluntary bodies.
- Monitoring the progress of pupils with SEND
- Allocating and purchasing resources
- Evaluating the effectiveness of the school’s SEND provision

Listed below are the names of staff members possessing expertise related to SEND:

Name: Miss Anna Livesey

Name: Miss Anita Patel

Job role: Learning Mentor

Job Role: Medical Needs and First Aid adviser

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

St. Stephen's promotes a strong partnership with our parents and encourages good links between home and school, beginning with induction meetings when your child first enrolls at our school. We hold regular parent drop-in sessions where you can look at your child's work and the learning environment in the EYFS and encourage families to communicate with teachers through "Tapestry" and "Class Dojo". You will be invited to the two parents' evening each year and you will receive an end of year report. If your child has an IEP you will have a termly meeting with your child's class teacher. Your views and input are extremely important to us and we welcome parent feedback. If you wish to speak to the SENDCO then contact the office to make an appointment or send her an email. For general feedback to the school parents can email using the link on the school website or for SEND concerns there is a link on the School Local Offer webpage.

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

A copy of the complaints procedure may be found on the school website. However, we hope that all complaints come directly to the class teacher in the first instance, the SENDCO or finally the Head teacher as many complaints are very easily resolved.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

- Physiotherapists
- School nurse
- Occupational therapists
- Speech therapists
- Specialist teachers (ASD and Social and Emotional/mental health)
- SEND bought in services (for pupils with all ranges of needs including physical)
- Educational Psychologists
- Children's Social Care

Involving your child:

Pupils with Education health and Care Plans are invited to their annual review meetings. Pupils are encouraged to give their own opinions and they are involved, where appropriate, in decisions about their education. Pupils are encouraged to contribute to their 'Education and Health Care Plan' by identifying their strengths, interests and needs, if they are of an appropriate age.

All pupils on the SEN register have an All about me one page profile which they fill in with their class teacher or TA.

We recognise that transitions can be difficult for some children with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school our transitional arrangements for pupils with SEND include:

- The SENDCO/class teacher will undertake a pre-visit where appropriate or speak to the previous school's SENDCO.

- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- A Transition photo book will be provided, if necessary, to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.
- If your child is moving to another school:
- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.
- When moving from Key Stage 1 to Key Stage 2:
- A transition morning will be arranged for children to meet their new teacher and see their new classroom environment.
- Extra visits, if required, to the Key Stage 2 areas and new classrooms.
- Some children may find it useful to have photographs of key members and staff and of the new classroom, playground , lockers, etc.

In Year 6:

- Each year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The SENDCO will discuss the specific needs of your child with the secondary school SENDCO.
- Children with Education Health and Care Plans are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child would be helped by a transition programme to support them in understand moving on, one will be devised for them.

Lancashire's local offer, explaining what is available on a local authority basis, can be found using the following link: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>