



**Special Educational Needs  
and Disability  
(SEND)  
Information Report  
2019-20**

ST. STEPHEN'S C.E. PRIMARY SCHOOL  
Uxbridge Road, Shepherds Bush, London W12 8LH

## SEN Information Report 2019-20

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## **St Stephen's Special Educational Needs and Disability (SEND)**

St Stephen's takes pride in the fact that it is an inclusive school. Our mission statement is to provide 'outstanding education in a caring community with God at the centre which celebrates the diversity of the local area'. Just as God values every unique individual equally so the school aims to extend its provision and care to all children who attend St Stephen's whatever their individual needs may be.

### **1. What do we understand by the term special educational need?**

- At St Stephen's a child with special educational needs has a written diagnosis of a need that may require additional and/or different learning support compared to other children of the same age e.g. a child with autism may require a personalised seating area, visual timetable, simplified curriculum
- Special Educational Needs might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- There are two categories of SEND at the school:
  - a) **SEN Support**
  - b) **Educational Health Care Plan (EHCP)**
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure appropriate interventions are put in place to help that child catch up
- English as an additional language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for all learners

### **2. Who is responsible for SEND at St Stephen's?**

The class teacher is always the first point of call for any general queries about a child. The class teacher plans the learning for all children in their classroom, with advice and support from the SENCo, other professionals such as speech and language, occupational therapy, educational psychologist as appropriate.

The special educational needs co-ordinator (SENCo) Sally Bouwman [s.bouwman@ststephensce.lbhf.sch.uk](mailto:s.bouwman@ststephensce.lbhf.sch.uk) will meet with any parent/carers to discuss any concerns by appointment

The Governors responsible for SEND are Paul Williamson and Alice Ormondroyd.

The school's Higher Level Teaching Assistant with responsibility for SEND interventions is Siobhan Hardy.

### 3. How are children with additional needs identified?

- At St Stephen's we have a termly assessment cycle where all children are assessed and progress is evaluated and monitored
- Children entering Nursery or Reception will be assessed within the first 6 weeks of school. This enables teachers to identify any areas of development where children may need extra support
- Screening tools are used to assess if language is within the normal range for younger pupils presenting concerns. The school uses a dyslexia checklist, reading, spelling and maths assessments to identify literacy or numeracy difficulties
- Teachers or parents who have a specific concern about a child will discuss this with the SENCo, the SENCo will then carry out appropriate observations and assessments, and if needed, a referral will be made for more specialised advice from an external agency
- Occasionally where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Educational Health Care Plan (EHP)
- There are four broad areas of need as defined in the SEN Code of Practice 2014;  
**Communication and interaction**  
**Cognition and Learning**  
**Social, emotional and mental health**  
**Sensory and/or physical needs**

### 4. How are children with SEND supported?

- All teachers at St Stephen's are teachers of pupils with SEND
- Each class has a Teacher and a Teaching Assistant/ Early Years Educator (EYE) to help support the children within the class. Some classes will also have a Learning Support Assistant (LSA) to support pupils with more severe or complex needs.
- At St Stephen's we have a 3 tiered approach to supporting a child's learning

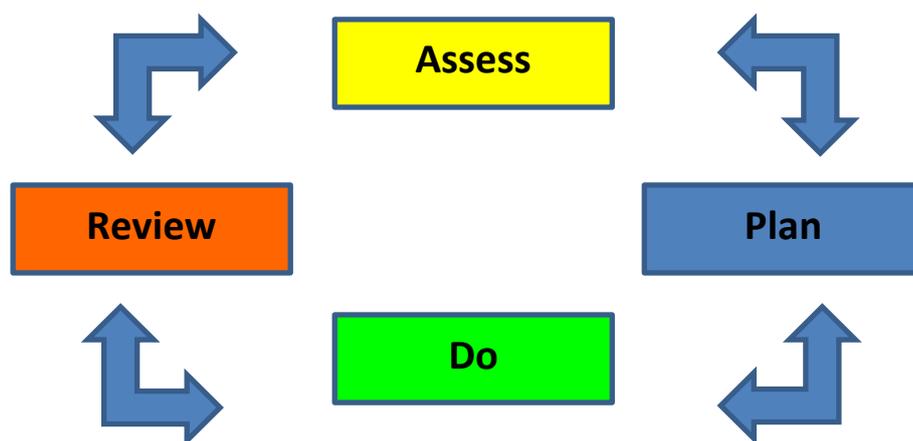
**Universal** – this is the **quality first teaching** your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.

**Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. **Specific targeted one to one or small group interventions** may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

**Specialist** – it may be necessary to seek **specialist advice** and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, behaviour support and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an EHC Plan.

At each stage of support whether universal, targeted or specialist, a graduated four part approach outcomes is adopted.

a) assessing the child's needs, b) plan the most effective and appropriate intervention, c) run the intervention and d) review the impact on the child's progress towards learning



##### **5. How does St Stephen's assess the progress of pupils with SEND?**

- Termly assessments of all children in the national curriculum core subjects or Early Years Foundation Scheme feeding into pupil progress tracking
- Bi-annual pupil progress meetings between all teachers and the SENCo
- SENCo observations of pupils in class and/or in interventions sessions
- SENCo scrutiny of pupil books/ work sampling
- SENCo evaluation of pupil assessment data
- Termly review meetings for pupils with EHCPs
- Annual Review meetings for children who have an EHCP

##### **6. What training is available to staff to meet the needs of children with SEND?**

Training opportunities are considered essential for developing the skillset of all adults working with children at our school. Here is an example of some of the training provided in the last year

- Lego therapy
- Writing social stories
- Using visuals to support learning in the classroom
- Developing narrative skills
- Makaton
- Down's Syndrome Awareness
- ASD awareness
- Adverse childhood experiences and their impact on children's brains
- Emotional Literacy
- Becoming a trauma informed school

The school funds a **counsellor** to address emotional and mental health needs for 1 day per week and advises and support Staff with mental health concerns

The school funds additional **speech and language therapy** available to pupils in Reception to Year 6 and staff attend a number of training courses organised by the service.

The school has an allocated **school nurse** who visits weekly and provides asthma and epi-pen training

The school funds an **Educational Psychologist** to work with children and families as prioritised by the SENCo

The school has access to a **specialist teacher** to provide some more intensive literacy support for targeted pupils for ½ day per week

The **SENCo** is highly experienced and has an OCR level 7 qualification in assessing and meeting the needs of pupils with specific learning difficulties SpLD

## **7. What facilities / equipment is in place for children with SEND?**

- The school has three lifts to support mobility difficulties
- The school uses ICT support to aid learning; through programmes such as Boardmaker, Makaton, Clicker 7, laptops assigned for SEN use
- The school has a bank of recommended OT equipment including movement cushions, a weighted blanket, fine motor and gross motor resources
- Additional reading schemes such as Rapid Readers
- A SEND Risk Assessment is prepared for all pupils who leave the school premises to ensure a safe and successful school journey
- When specialist equipment or a high level of staffing support is required to support a pupil with SEND, the school will fund this as additional SEN support up to £6000 p.a. for each individual pupil. Thereafter if the cost is higher and the provision of these

facilities is likely to be prolonged, the school will apply to the Local Authority with parental support, for an EHCP assessment.

- The school funds a sensory integration programme with an Occupational Therapist working one day a week at the school.

#### **8. How do we ensure pupils with SEND have a voice?**

- The SENCo and / or class teacher will meet with pupils to discuss what helps their learning, review impact of support, plan for next steps
- Children are made aware of their individual targets wherever possible and ways in which they can achieve these at home and at school
- Children's views about their learning are sought on all classroom observations
- Children with EHCPs are invited to attend Annual Review meetings

#### **9. What support is in place for children's happiness and well-being?**

Children's happiness and wellbeing is paramount at St Stephen's, the school aims to be a place of safety, stability, nourishment and stimulation. We are highly fortunate to have an experienced **school counsellor** support children at the school for one day a week. In addition the school has recently trained an **Emotional Literacy Support Assistant (ELSA)** and designated a day a week for her work supporting children facing for example self-esteem or friendship issues. Class teachers take responsibility for the wellbeing of all pupils and lessons are planned and focus on building resilience, relationships and tools for improving mental health  
We have a member of the teaching staff who is a Mental Health First Aider.

#### **10. How are the parents/carers of pupils with SEND supported?**

- Opportunities to discuss key issues with class teachers at agreed times (often at the end of the school day)
- Opportunities to meet the SENCo and discuss concerns, support systems, involvement of outside agencies
- Twice yearly parent evenings to meet with the teacher and discuss progress
- Annual Review meetings to discuss EHC plans, review progress and plan next steps
- Parent Workshops to learn more about different areas of SEN
- Parents and Carers of children with SEND are able to attend a **half-termly meeting** with the SENCo to explore any common issues, concerns, discuss SEN opportunities, review SEN funding. This has been extremely well attended and well received by parents/carers in 2018-19. Some recent successes include: liaising with FOSS for the

extension of the **Sensory Integration programme** provided by Maximum Potential and facilitating **specialised music lessons** for target pupils.

#### **11. How is the SEND budget used and monitored in the school?**

- The Headteacher and Governors oversee the SEND budget and regularly review expenditure
- Resourcing is matched to pupil need and the SENCo will identify and prioritise equipment and services on a termly basis so that there is efficient use of funds
- Senior Leadership Team including the SENCo, audit how well provision matches need through performance management, classroom observations, data reviews
- The school prioritises an additional adult in each classroom as one of the main ways in which to support children and is committed to training staff so that effective evidence based interventions are able to be run.
- Additional resources are purchased on a case by case basis- this has included pen grips, wobble cushions, soothers, weighted blankets, ear defenders, reading books.
- SEN training for staff is also prioritised on a termly basis.

#### **12. What are the school's admission arrangements for pupils with SEND?**

- No child will be refused admission to school on the basis of his or her SEND, ethnicity or language. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admissions policy on school website)

#### **13. What additional support services are available to parents/carers?**

Parents/carers will find the following websites an excellent source of additional information and support

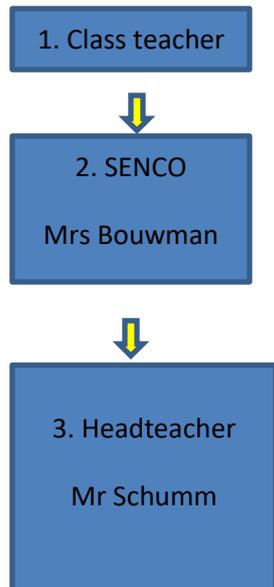
[LBHF Local Offer](#)

[SENDIAS- Information, Advice and Support Service \(Insights\)](#)

[www.parentsactive.org.uk/home](http://www.parentsactive.org.uk/home)

#### **14. What do I do if I have a concern or complaint?**

As soon as you have any concerns, queries or complaints, please come to speak to the following members of the St Stephen's team:



In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (see Complaints Policy)

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The school currently has 47 pupils with SEND including 12 pupils with EHCPs for a range of needs such as severe language disorder, global developmental delay and Downs Syndrome.

October 2019