



**Special Educational Needs
and Disability
(SEND)
Information Report
2021-22**

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

SEN Information Report 2020-21

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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 and Disability 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** – currently 27 pupils
 - b) **Educational Health Care Plan (EHCP)** – currently 11 pupils
- 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.
- Children with SEND are at risk of experiencing mental health needs at some point in their lives, they may need additional support making sense of new pressures including the Covid-19 pandemic.

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 will meet with any parent/carer to discuss any concerns by appointment. Mrs Bouwman is a full time member of staff and is also Assistant Head at the school. She is an experienced teacher who also holds the OCR Level 7 qualification in assessing and teaching specific learning difficulties including dyslexia.

The Governor responsible for SEND is (to be confirmed).

The school's Higher Level Teaching assistant with responsibility for SEN interventions is Mrs Hardy.

3. How are children with additional need 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(ECHP)
- 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
- In the midst of the current Covid-19 pandemic, staff have an increased awareness of the impact this may have had on children's mental health. Systems are in place to gather and address pupil worries in each class, provide some additional support for children who may have experienced loss or anxiety.

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.

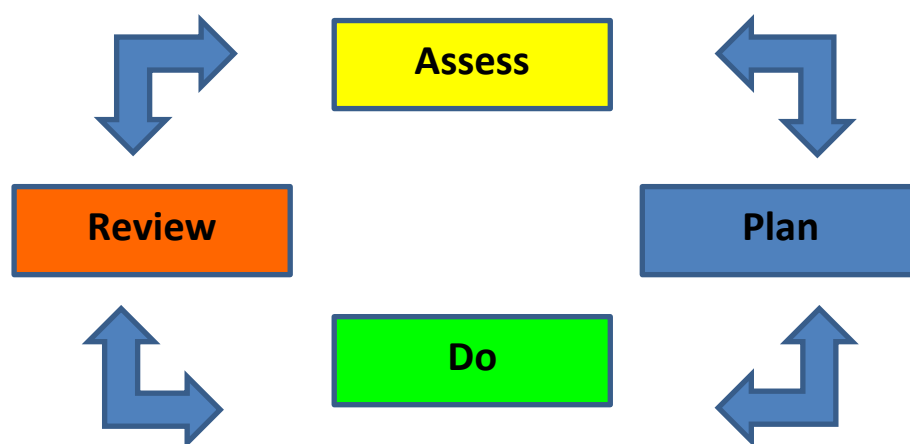
Universal – this is the **quality first teaching** your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.

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) **Assess** 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 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 Awareness
- ASD awareness
- Emotional Regulation
- Dysphagia
- Epilepsy

The school funds a **counsellor** to address emotional and mental health needs for 2 days per week and to advise and support staff with any child 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 at regular intervals and provides asthma and epi-pen training every Autumn Term

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

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, voice recognition software, Clicker 7. Laptops are 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 have been purchased
- 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 in English, Maths, Speaking and Listening 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 wellbeing and happiness?

Children's happiness and wellbeing is paramount at St Stephen's, the school aims to be a place of safety, stability, nourishment and stimulation and keeps its Christian values at its core. It is a diverse and inclusive school, with no tolerance for bullying or racism. St Stephen's aims to embed Spiritual, Moral, Social and Cultural development in all aspects of school life, from individual lessons to extra-curricular activities and assemblies. The school also holds designated days to focus on key themes such as positive relationships. 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.

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 2020-21. 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.
- 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 for the school, as agreed with the Local Authority)
- The school currently has 38 pupils with SEND including 12 pupils with EHCPs for a range of needs such as severe language disorder, epilepsy, autism and Downs Syndrome.

13. What support services are available to parents/carers (the local office)?

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

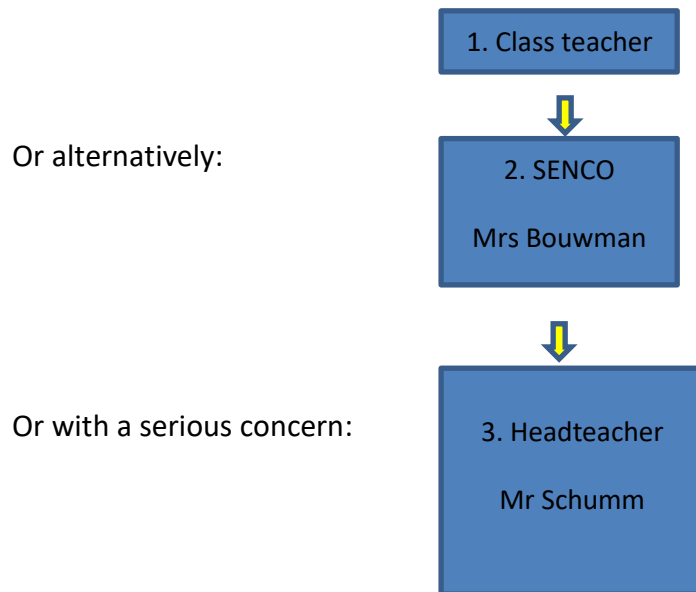
[LBHF Local Offer](#)

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

www.parentsactive.org.uk/home

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

As soon as you have any concerns, queries or complaints, please speak to or send an email to the appropriate member of the St Stephen's team: In the first instance this might be;



No issue or worry is too small. We want to help ensure your child has the best possible experience at St Stephen's School with your support.

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