



## ***Through God We Achieve***

**OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL**

To deliver outstanding education in a caring community, with God at its centre

**'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2**

### **OUR VALUES:**

**Joy** - we provide a happy and stimulating environment, rooted in Christian values.

**Excellence** - we are a church school committed to the highest standards in everything we do.

**Relationship** – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

**Respect** - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

**Nurture** – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT**

<b>Action</b>	<b>Policy to be reviewed as required and at least annually</b>		
	<b>Owner</b>	<b>Date</b>	<b>Completed</b>
Updated	SLT	September 2024	✓

Next Review	SLT	September 2025	
Approved	Governing Body		

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### 1. Aims

Our SEND policy and information report aim to:

- Set out the vision, values and broader aims of the school's arrangements for pupils with SEND and disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

St Stephen's aims to give every child, including those with SEND, equal opportunities to develop in the fullest sense and realise their full potential. To help ensure this is achieved for children with SEND, we aim to:

- ensure pupils with SEND are identified, assessed and provided for as early as possible and that early action is taken to meet those needs
- identify the roles and responsibilities of staff in providing for children's special educational needs
- keep clear, relevant, informative records that follow a pupil through school
- ensure that pupils feel confident that they are listened to and that their views are valued
- ensure pupils with SEND are involved, where possible and appropriate, in the decision-making processes regarding their own learning
- ensure that parents are able to play their part in supporting their child's education

We believe that all pupils have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Sally Bouwman, Assistant Head of St Stephen's:

[s.bouwman@ststephensce.lbhf.sch.uk](mailto:s.bouwman@ststephensce.lbhf.sch.uk)

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The Governing Body and SEND governor**

The Governing Body will:

- Oversee the deployment of SEND funding, equipment and personnel
- Ensure that the school publishes appropriate information regarding SEND provision and that it is updated annually

**The SEND governor will:**

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Class Teachers**

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants, Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Working to develop their knowledge and understanding of a range of needs e.g. speech & language difficulties
- Ensuring they follow this SEND policy

#### **4.5 Teaching Assistants (TA)**

Each TA:

- Supports children individually or in groups for particular subjects and specified interventions such as additional reading work
- Assists Class Teachers in a range of duties to support the smooth delivery of teaching and learning

#### **4.6 Learning Support Assistants (LSA)**

Each LSA:

- Works with pupils who have SEND. They may support one or more pupils with an EHCP or they may support a target group within a class.
- Liaises regularly with the class teacher and outside specialists regarding progress and provision.
- When supporting a pupil with an Educational Health Care Plan (EHCP), works according to the strategies recommended on the EHCP and follows the advice of professionals as appropriate. This may be individual support, group work or whole class support

#### **4.7 Higher Learning Teaching Assistant (HLTA)**

The HLTA:

- Has responsibility for some SEND Interventions primarily in Early Years based currently

#### **4.8 Mid-day Meals Supervisors:**

Each Mid-day Meal Supervisor:

- Is informed by the SENDCo of the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunch times.

### **5. SEND Information Report**

#### **5.1 Four main areas of SEND**

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, (SLCN) for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, (C&L) for example, specific learning difficulties, dyslexia, dyspraxia
- **Social, emotional and mental health** (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs(SD)**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

(As defined in the SEND Code of Practice 2014.)

There are two categories of SEND at the school:

a) **SEND Support** – currently 10% of pupils (Sept 2024)

b) **Educational Health Care Plan (EHCP)** – currently 17 pupils with 2 pending (Sept 2024)

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.

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. Adapted curriculum and tasks as well as individual reinforcement opportunities are provided for children who are learning EAL as part of our provision for all learners.

## **5.2 Identifying pupils with SEND and assessing their needs**

A child's special educational needs and disability may have been identified before they arrive at school or they may be identified once they arrive at school, often by Class Teachers or parents. Identification of SEND is part of the continuous cycle of assessment.

School staff will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from former school settings during transition or between staff when children transition between classes.

Class Teachers and the SENDCo use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

At St. Stephen's we have a termly assessment cycle where all children are assessed and progress is evaluated and monitored identifying those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Screening tools are used to assess if language is within the normal range for younger pupils presenting concerns. The school uses a dyslexia checklist, various English and Maths assessments to identify literacy or numeracy difficulties.

Assessments are used to create **Class Provision Plans (CPM)**, outlining strategies in place to support students in English and Maths highlighting further help planned for those children with targeted and specialist requirements.

For those children with additional needs, an **Assess, Plan, Do, Review (APDR)** target sheet) is created in the first term which maps out support strategies required both in and outside of class. These are shared with the SENDCo and a copy is sent to parents/relevant professionals. This is reviewed and adapted each term.

Where a child has been identified with a special educational need, usually supported by a written assessment, they will be placed on the SEND register to be monitored and reviewed by the SENDCo and class teacher.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This may lead to a more comprehensive assessment through the Speech and Language Therapist (SALT) in both English and the child's home language to establish whether similar difficulties are present in both.

Teachers or parents who have a specific concern about a child will discuss this with the SENDCo. If a new child joins a class for whom the teacher has concerns they will complete an **Inclusion Referral Form** for the SENDCo. The SENDCo will then carry out appropriate observations and assessments, and if needed, a referral will be made for more specialised advice from an external agency.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Most pupils' needs are met by the strategies put in place, such as adapted or individualised curriculum, but a small number of children with SEND may require additional support due to persistent and long term difficulties, to enable them to meet their full potential. The extra support cannot be expected to be provided fully out of the school budget but requires additional funding from the Local Authority (LA).

In this case the school (or the parent) may ask the LA to do a Statutory Assessment. The LA gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an **Education, Health and Care Plan (EHCP)** is then drawn up. In this document the needs and the provision given by the LA are clearly outlined.

### **5.3 Consulting and involving parents/carers and pupils**

At St Stephen's we believe in the importance of working in partnership with parents and carers to ensure the best outcome for children. Parents and carers are expected and encouraged to be involved in supporting their children, including those who are on the SEND register. Parents and carers will be consulted when referrals to outside agencies may be required and invited to informal and formal meetings to discuss their child's progress towards their individual targets and/ their individual EHCP outcomes. If a translation service is required, this can be arranged through the Local Authority.

There are many opportunities for parents to meet teachers, to build relationships and exchange information. Staff will meet parents before their child starts school and plan for a successful transition which may or may not involve a gradual build-up of hours depending on the child's needs. There are formal parent evening meetings twice a year for staff to report on progress generally. However more regular and less formal meetings are likely to be organised to provide feedback on additional provision and impact.

If there is a concern about a pupil, the class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child.

Following on from this, if felt required, a meeting would be arranged with the SENDCo to discuss concerns and identify whether special education provision is needed including support systems and the involvement of outside agencies. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents of students with APDRs will be sent these by the class teacher to be clear on support strategies in place for their child in the classroom and how these are progressing.

Parents of children with an EHCP will also receive a termly timetable outlining the additional external support their child is accessing. They are invited to an Annual Review meeting to discuss EHC Plans, review progress and plan next steps.

At each stage, parents are involved in planning how to best meet the child's needs.

The SENDCo meets with a group of parents/carers of children with SEND every term, to discuss concerns/issues, share best practice, review common needs and provision including how to develop and build on services and support. Some recent successes following such meetings include: liaising with FOSS for the extension of the Sensory Integration programme provided by Maximum Potential and facilitating specialised music lessons for target pupils.



It is important to ensure that children with SEND are involved in discussions about the plans in place to support them where possible and appropriate.

- The SENDCo and/or class teacher will meet with pupils to discuss what helps their learning, review impact of support and 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

#### **5.4 Our approach to teaching pupils with SEND**

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The Class Teacher is responsible for the progress and development of pupils in their class. The Class Teacher plans the learning for all children in their classroom, with advice and support from the SENDCo, other professionals such as speech and language, occupational therapy and educational psychologists as appropriate.

The Class Teacher is supported by a dedicated Teaching Assistant 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 outlined in Class Provision Plans which are reviewed termly.

- **Universal** – this is the **quality first teaching** children receive from their class teacher which 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 children'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. Parents are kept informed of their children'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 certain students. 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 EHCP.

At St. Stephen's we believe in teaching in a way that supports children on the SEND register including those with EHCPs. We recognise that there is a range of pupils within this spectrum and that each pupil has different specific needs. These pupils may have small group or individual learning support. Children with additional needs will also have access to a range of interventions which are planned around their individual needs.

Classroom strategies for teaching reading, phonics, writing and spelling are structured and more multi-sensory; this is beneficial to all pupils including those with Specific Learning Difficulties. All pupils with SEND, including pupils with EHCPs are in mainstream mixed ability classes. Teachers ensure a variety of pupil groupings for learning and working in the classroom – mixed ability, friendship, interest groups and streaming in Maths. Monitoring of curriculum progress for all pupils is undertaken at the end of each half term.

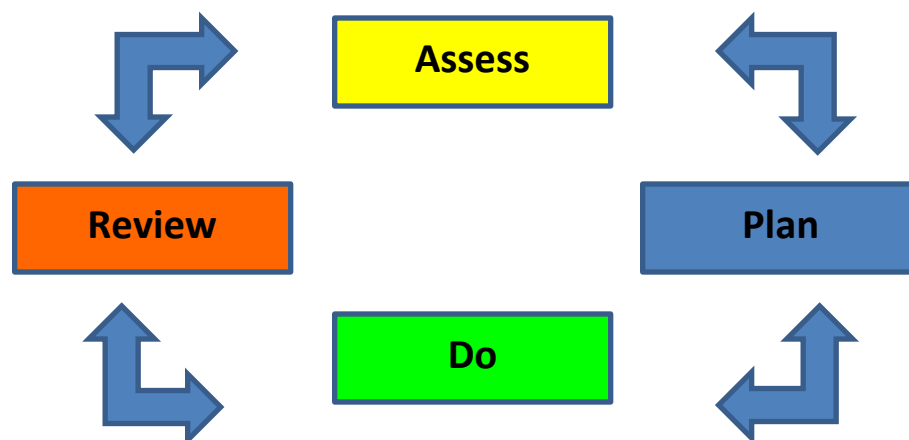
At St. Stephens we have a model of intervention which may include:

- small group teaching led by intervention teachers
- small group sessions led by HLTA (Higher Level Teaching Assistant)
- 1:1 sessions delivered by HLTAs and TAs
- Trained Counsellor and Emotional Literacy Support Assistant (ELSA) sessions
- speech and language programmes run by TAs
- sessions led by Speech and Language Therapist (for those with an EHCP)
- sessions led by the OT (Occupational Therapist)

### 5.5 Assessing and reviewing pupils' progress towards outcomes

At each stage of support whether universal, targeted or specialist, a graduated four part cycle is adopted of **assess, plan, do, review** (ADPR).

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



The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done and carry out a clear analysis of the pupil's needs. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- prevents the attainment gap between the child and their peers from widening
- closes the attainment gap between the child and their peers
- better the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than age related expectations, it should not be assumed that there is no learning difficulty or disability.

This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments and Individual Provision Plans, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment process includes:

- 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 SENDCo
- SENDCo observations of pupils in class and/or in interventions sessions
- SENDCo scrutiny of pupil books/ work sampling
- SENDCo evaluation of pupil assessment data
- Regular review meetings for pupils with EHCPs with Class Teacher and professionals as appropriate
- Annual Review meetings for children who have an EHCP

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## 5.6 Adaptations to the curriculum and learning environment

We will ensure children's needs are met by:

- Adapting our curriculum to ensure all pupils are able to access it
- Providing first hand experiences wherever possible to maximize understanding
- Deploying additional staff to work with small groups of children or 1:1 work as necessary
- Reviewing the teaching style and content of the lesson. for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Please see the school's Accessibility Policy and Plan (available on the school website) for further details on how we ensure that students with disabilities can access and participate in all areas of learning.

## 5.7 Additional support for learning including working with agencies

Section 3. Roles and Responsibilities outlines the roles of teaching assistants, learning support assistants and higher level teaching assistants within the school.

We also fund a Support Teacher working 2 days a week in Years 2-5, delivering interventions and working alongside class teachers, offering support for children identified with additional needs through Provision Plans. Additional support is also allocated to Early Years (HLTA) and Year 6 to assist with targeted interventions.

The school funds a **Counsellor** to address emotional and mental health needs for 3 days per week and to advise and support staff with any child mental health concerns.

The school has trained an **Emotional Literacy Support Assistant (ELSA)** and designated a day and a half each week for their work supporting children facing for example, self-esteem or friendship issues.

The school uses its various budgets and fundraising initiatives to buy in additional support and services to meet the needs of children on SEND register. The decision to buy in additional support is considered by Governors and is at the discretion of the Head Teacher. Where additional services are bought in, the school enters into a contract with that service provider.

We currently work with the following agencies to provide support for pupils with SEND:

- The school funds additional external **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 SENDCo.

- The school funds a Sensory integration programme with an **Occupational Therapist** working one day a week at the school.
- The school has a **Music Specialist** working with children who have additional needs and a **Music Therapist** supporting children who have been adopted.

### **5.8 Supporting pupils moving between phases and preparing for adulthood**

We have various systems in place to ensure a successful transition into school for a child with SEND, these include:

- preparing transition booklets to share with children
- visiting the home of pre-school or nursery aged children with SEND
- meeting with parents/carers and other professionals prior to a child transferring to school
- observing the child in their current setting
- attending the child's Annual Review if timing is appropriate
- requesting the pupil's confidential file
- liaising with the Local Authority

For a pupil in Year 6 the transfer arrangements include:

- ensuring the pupils Year 5 Annual Review names an appropriate secondary school
- working with parents to visit or suggest various secondary schools
- ensuring that transfer details are discussed with the secondary school. This will be individual to each child but may include pre-visits.

We ensure information is shared whenever pupils transition to a new school or setting. We agree with parents and pupils which information will be shared as part of this.

### **Expertise and training of staff**

The Special Educational Needs Co-ordinator (SENDCo), Sally Bouwman, [s.bouwman@ststephensce.lbhf.sch.uk](mailto:s.bouwman@ststephensce.lbhf.sch.uk) 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.

Training opportunities are considered essential for developing the skillset of all adults working with children at our school. Regular training and development is available to all staff relating to SEND matters. Staff have access to courses provided by the Local Authority (LA) and other relevant bodies. Class Teachers are supported and encouraged to receive training linked to the particular needs of their current and future students. This training is shared across the school so that it reaches across the staff body.

Support staff have weekly opportunities to feedback on their newly acquired knowledge and understanding in weekly Support Staff) meetings

All staff understand the SEND policy and are expected to fully adhere to the guidance within.

In the last academic year, staff have been trained in:

- Lego Therapy
- Writing Social Stories
- Using visuals to support learning in the classroom
- Developing narrative skills
- Makaton
- Down's Awareness
- ASD awareness
- Emotional Regulation
- Epilepsy

### **5.9 Securing equipment and facilities**

St Stephen's is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils, irrespective of special need or disability. Some strengths of the school's existing accessibility for pupils with special educational needs and/or disabilities are

- Additional reading schemes such as Benchmark (KS1) and Rapid Readers (KS2)
- The use of learning aids and OT equipment (writing slopes, movement cushions, weighted blankets and fine/gross motor resources for example) to support pupils
- The use of computers and a wide selection of programmes such as Boardmaker and voice recognition software to meet varied needs as part of the resources available. Extra teaching support is given to pupils who need to acquire independence on the computer. Laptops are assigned for SEND use.

The Headteacher and Governors oversee the SEND budget and regularly review expenditure

- Resourcing is matched to pupil need and the SENDCo will identify and prioritise equipment and services on a termly basis so that there is efficient use of funds
- Senior Leadership Team including the SENDCo, 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 and ear defenders.
- SEND training for staff is also prioritised on a termly basis.

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 SEND 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 needs assessment.

#### **5.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through Provision Plans
- Reviewing the impact of interventions each half term
- Using pupil/parent questionnaires
- Monitoring by the SENDCO/SLT and SEND Governor/Governing Board
- Parent meetings
- Holding Annual Reviews for pupils with EHC plans

#### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Our extra-curricular activities, school visits, residential trips such as the Y6 trips to PGL and annual school events such as our whole school musical production in July are available to all pupils.

Some aspects of extra-curricular activities can present particular challenges, e.g. lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with significant learning difficulties, school trips for pupils with medical needs. The SENDCo oversees the recording of risk assessments for these children, involving parents and key staff members and facilitates training to ensure barriers can be overcome. There may be occasions when additional adults will need to be recruited. The school tries to fill these roles with current school staff where possible.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment. The school has three lifts to support mobility difficulties and specifically designed disabled toilets in all main school buildings.

There are some areas of the curriculum to which disabled pupils may have limited or no access for example: PE for pupils with a physical impairment. The SENDCo ensures PE staff are fully informed of needs and that specialist advice is provided to support access from Occupational Therapists and Physiotherapists as appropriate. The school embraces opportunities to participate in borough sports events for children with disabilities.

No child will be refused admission to school on the basis of their 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. Applicants with an EHCP that specifically names St Stephen's will be admitted in accordance with Section 43 of the Children and Families Act 2014. The school prioritises children who satisfy the governors of medical or social needs, which can be met by the school. A professional assessment of any special needs should be presented in a letter from the applicant's general practitioner, social worker, medical consultant or other appropriate body and must be enclosed with the application form. Please see the Admissions Policy for the school, as agreed with the Local Authority, for further details.

Please see the school's Accessibility policy and plan (available on the school website) for further details on how we ensure that students with disabilities can access and engage in all activities available to those in our school.

### **5.12 Support for improving emotional and social development**

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.

Children with SEND are at risk of experiencing mental health needs at some point in their lives and they may need additional support making SENDse of new pressures. In the midst of the recent 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 and provide some additional support for children who may have experienced loss or anxiety. We provide support for pupils to improve their emotional and social development in the following ways:

- The school funds a **Counsellor** to address emotional and mental health needs for 3 days per week and to advise and support staff with any child mental health concerns.
- The school has recently trained an **Emotional Literacy Support Assistant (ELSA)** and designated a day and a half a week for her work supporting children facing for example, self-esteem or friendship issues.
- Pupils with SEND are encouraged to be part of the School Council.
- Pupils with SEND are also encouraged to participate in Social Skills interventions to promote teamwork/building friendships.
- Relationships and Health Education (RHE) is a formal lesson in our weekly timetable where each class has time to explore and discuss topics around: friendship, family, the importance of their physical and emotional wellbeing, mental health, working together and British Values in a safe and respectful environment.
- The school has recently revised its Behaviour and Emotional Wellbeing policy adding our newly adopted PACE approach with all pupils when responding to behaviour (playfulness, acceptance, curiosity, empathy).

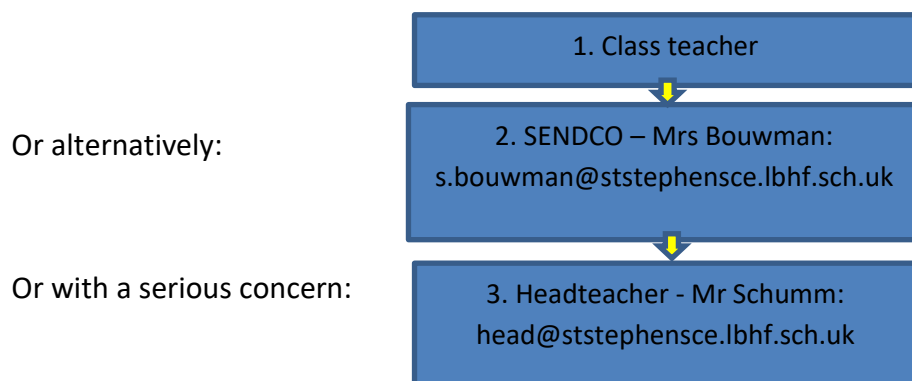


**Disability awareness** such as hearing impairment, dyslexia and ASD is regularly a feature of library sessions with the teacher librarian. Books are selected to ensure the positive role models or images of disabled people. Designated awareness days are acknowledged at the school e.g. Downs Awareness, autism, hearing impairment and fundraising for disability causes are regularly undertaken.

We have a zero tolerance approach to bullying. The school is aware of the vulnerability of pupils with disability, medical needs, SEND and the higher risk of bullying or isolation they pose. Staff are focused on minimizing this risk through regular training and rigorous anti-bullying policy and procedures. Please see the school Anti Bullying Policy on our website for further information.

### 5.13 Complaints about SEND provision and contact details for raising concerns

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 school complaints procedure (see Complaints Policy on school website.)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.14 Contact details of support services for parents of pupils with SEND

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

H & F [SENDIAS- Information, Advice and Support Service \(Insights\)](http://www.sendias.org.uk)  
[www.parentsactive.org.uk/home](http://www.parentsactive.org.uk/home)

### **5.15 The local authority local offer**

We also have access to the Local Authority [Local Offer H&F](#) for Schools which can be seen on the H & F website.

### **6. Monitoring arrangements**

This policy was developed and implemented by SENDCo lead, Sally Bouwman. It is shared with stakeholders such as the SLT and Governing Board and reviewed **every year**. It will also be updated if any changes to the information are made during the year.

This policy should be read alongside the school's **Accessibility Policy and Plan**.

### **7. Links with other policies and documents**

This policy links to the following documents:

- Accessibility Policy and Pplan
- Behaviour and Emotional Wellbeing policy
- Equalities policy
- Supporting pupils with Medical Conditions policy
- Positive Mental Health Policy

