

# St Stephen's Primary Church School



## SEND Information Report

# Our SEND Offer

St Stephen's Primary Church School is fully committed to providing an inclusive education for all children. We have a culture of high expectations and children with Special Educational Needs are given equal opportunities to succeed and engage in all activities alongside their peers. SEND provision at St. Stephen's School always begins with an analysis of desired outcomes expressed by parents and ,where appropriate, pupils.

- We aim to support our pupils to enable them all to reach their full potential. In order to do this, many steps are taken to support their learning. Quality teaching is vital; however, there are occasions, for some children, when additional support is needed to help them achieve their goals.
- A child has a learning special educational need if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the L.A. Special Educational Provision can be defined as a provision which is additional.
- We cater for the four stated areas of need according to the Code of Practice, providing support from the SEND team within the school and specialist outside agencies. (listed later in this document)
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health difficulties
  4. Sensory and/or physical needs.



## This Information Report aims to answer the following questions:

1. Who are the best people to talk to at St Stephen's Primary Church School about my child's educational difficulties and/or Special Educational Needs?
2. How does St Stephen's Primary Church School know if children need extra help?
3. How will St Stephen's Primary Church School support my child?
4. What is an EHC Plan and who can request one for my child?
5. What specialist services and expertise are available or accessed by the school?
6. How will I be involved in discussions about planning support for my child ?
7. How will I be involved in reviewing my child's progress?
8. How will the school allocate resources to support my child's needs?
9. How will the curriculum be matched to my child's needs?
10. How accessible is the school environment?
11. What support will there be for my child's emotional wellbeing?
12. How will my child be included in activities outside the classroom and on trips?
13. How will St. Stephen's support my child's transition stages?
14. What training opportunities are there for staff supporting children with SEND?
15. Who can I contact for further information?
16. Who should I speak to if I have a complaint?

## 1. Who are the best people to talk to at St Stephen's Primary Church School about my child's educational difficulties and/or Special Educational Needs?

- Talk to your child's Class teacher in the first instance
- Then Mrs Suzi Presland, the SENCO (Special Educational Needs Coordinator) and Inclusion Lead.
- Alternatively, you may raise your concern with the Head teacher, Mr Andy Bowman.
- Our Inclusion Governor is Mrs Johanna Fitzgerald

Your concerns will always be taken seriously – your views on your child's development and progress are very important.

It may be appropriate for you to obtain advice from SEND Parent Partnership at BANES council  
([send\\_partnershipservice@bathnes.gov.uk](mailto:send_partnershipservice@bathnes.gov.uk) Text: 07530 263 401)  
or read further information in our SEND Policy.

## **In the first instance, the Class teacher is responsible for:**

- Ensuring that all children have access to quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc)
- Ensuring that all members of 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 make progress.
- Ensuring that the school's SEND Policy is followed in their classroom for all those pupils with SEND.
- If it is deemed appropriate, writing a Learning Support Plan (LSP) with the support of the SENCO, assessing and reviewing them no less than 3 times a year.

### **The SENCO (Special Needs Co-ordinator) is responsible for:**

- The day to day management of the support for children with SEN and/or disabilities. They will give responsibility to Class teachers and Teaching Assistants (TAs) but is still accountable for ensuring that your child's needs are met.
- Coordinating all the support for children with Special Educational Needs and or disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
  - a part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Keeping the school's SEND record of need up to date, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are comprehensive (or appropriate) records of your child's ongoing needs to continue their progress.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's Class teacher to write one page profiles, Learning Support Plans (if agreed) that specify the targets set for your child to achieve. Or Single Support Plans if your child has an EHCP.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

## **The SEND Governor is responsible for:**

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.



## 2. How does St Stephen's Primary Church School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school;
- the child's progress and/or attainment is significantly below age related expectations;
- there is a change in the child's behaviour;
- a child asks for help.

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:

- any concerns you may have;
- any further interventions or referrals to outside professionals to support your child's learning;
- how we can work together, to support your child at home and at school.

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown.

### 3. How will St Stephen's Primary Church School support my child?

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs.

We use a graduated approach based on a four step cycle:

Assess – analyse the child or young person's special educational needs

Plan – identify the additional and different support needed

Do – put the support in place

Review – regularly check how well it is working so that they can change the amount or kind of support needed

This may all be provided by the class teacher or may include:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
- An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant
- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, social communication program etc.
- Providing special equipment/resources as required to support your child's learning and development

## All children/young people



Universal support

The graduated response starts with Quality First Teaching for ALL children and young people. This is known as **Universal support**

## Some children and young people



SEN Support

Universal support

Some children and young people will need additional targeted support which is different to the support provided to the majority of children and young people in the early years setting, school or college. This is known as **SEN Support**. Other professionals may be required to provide additional support in assessing needs and planning provision

## A few children and young people



EHCPs

SEN Support

Universal support

A few children and young people may continue to need additional and different support, which is increasingly personalised and individualised. It is likely that these children and young people have very complex needs and they may require an **Education, Health and Care Plan (EHCP)**.

The class teacher (sometimes with the SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.

Regular reviews of a child's progress are discussed at Support Plan meetings. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary. These meetings take place at least three times a year.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

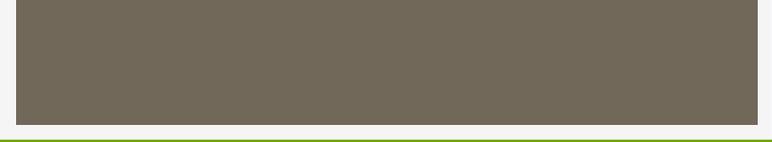
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional



## 4. What is an EHC Plan and who can request one for my child?

When a pupil with SEND has **significant need** that requires even greater support, the SENCO, along with the parents can decide to apply for an Education and Health Care Plan (EHCP) needs assessment.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.



The purpose of an EHC Plan is to make special educational provision for a child to meet educational need and secure improved outcomes for him or her across education, health and social care.

An EHC Plan will:

- Reflect the views and aspirations of you and your child.
- Have a full description of his or her special needs and any health and social care needs.
- Establish outcomes for your child's progress.
- Specify the provision required for your child.
- Show how education, health and social care will work together to meet your child's needs and support the achievement of agreed outcomes.

You and/or the school can request that the Local Authority carry out an assessment of your child's needs. This may or may not lead to an EHC Plan.

## 5. What specialist services and expertise are available or accessed by the school?

- Speech and Language Therapists
- Occupational Therapists
- Bath Behaviour Panel and Brighter Futures who offer a range of support including therapy based interventions, Forest School and counselling, and Behaviour Support.
- ASD Outreach Support Service
- Mentoring Plus
- Southside
- Educational Psychologists
- Social Care Teams/Disability Team
- School Nurse – Ali Menzies
- Paediatricians
- GPs
- CAMHS
- Parent Partnership
- Sensory Support Service
- Student and Families Service (SAFSS)
- Child Protection Officers
- Designated Medical Officer (DMO)
- Children Missing Education Services (CMES),



The school can refer to all these services and it is important to note that you will always be asked for permission before a referral is made.

## 6. How will I be involved in discussions about planning support for my child ?

Planning your child's support starts with your desired outcomes for his or her future. With this in mind, we encourage you to be actively involved with the school's support plans. You will be invited to attend:

- Discussions with the class teacher at SEN Support Plan meetings.
- Parent /Teacher Consultation evenings.
- Team around the Child (TAC) meetings where appropriate.
- Annual Review meetings for EHC plans.

These discussions are extremely important so we can share your son or daughter's progress both at home and at school; therefore, developing consistent strategies for support. This also provides an excellent opportunity to discuss professional reports, recommendations and targets and also to discuss the curriculum and how it is differentiated for your child.

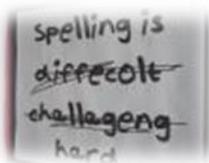
We also understand that issues will arise between these specific dates so we welcome a more informal approach where you can quickly see your child's teacher or The SENCo at the beginning or end of the school day.

For some children, daily contact is essential. If this is appropriate for your child, we will set up a home /school book to maintain daily contact.

We actively encourage the involvement of your child (where appropriate) to be involved in his or her learning and therefore, contribute to the decision making process, understand the support put in place and monitoring his or her success.

## 7. How will I be involved in reviewing my child's progress?

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. You will be kept well informed and asked to attend review meetings. The impact of any support or intervention will be carefully measured to ensure that the learning outcomes have been achieved and if not adaptations will be made. It may be decided that a further period of support is required.



spelling is  
~~diffecolt~~  
~~challeng~~  
hard



## 8. How will the school allocate resources to support my child's needs?

The school budget includes money for supporting children with special educational needs. The Senior Leadership Team decides on the allocation for SEN in conjunction with St. Stephen's Governing Body.

Funding is mostly allocated to employ staff and specialist services as well as purchasing specific resources and equipment.

If a child has significant special needs, the school (or a parent) can apply for an EHCP Assessment which will in turn, if successful, provide further financial support for an individual.

## 9. How will the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to individual ability and style of learning. For example, the class teacher will adapt lessons planning and teaching to match your child's special educational needs or disability. We believe that this will develop his or her skills as a learner, enabling independence, progress and ultimately, success.

The classroom environment may also be adapted to suit individual need: This may include personal workstations, visual timetables and the use of laptops. In addition, homework tasks can be adapted according to your child's needs.



## 10. How accessible is the school environment?



We will always do our best to meet individual needs (within the constraints of our site; as St Stephen's is a listed building) and we are always happy to discuss individual access requirements.

As part of the annual review of the school premises, accessibility issues are always considered in light of any individual need.

# 11. What support will there be for my child's emotional wellbeing?

The school offers a range of pastoral support for those children who are encountering emotional difficulties. This could be through Circle Time, 1:1 discussions with the class teacher, SENCo or Head Teacher or group support sessions, which follow a particular programme. We also use THRIVE - an approach to supporting social and emotional development.

Sometimes a child may need short term help if there is a change in circumstances such as bereavement or family breakdown. Please talk to us. We take these matters very seriously and your views and / or concerns are extremely important to us.

On occasion, the school may use the support of other services such as the School Nurse. In some circumstances, referrals may also be made, with your agreement, to The Child and Adolescent Mental Health Service.

For some children, it may be appropriate for a Common Assessment Framework (CAF) to be used to support the well-being of a child and his or her family. A CAF essentially creates a plan for the family and child and is written by a lead professional in consultation with other professionals working with the family. If this is a consideration, it will be fully discussed with you.

## 12. How will my child be included in activities outside the classroom and on trips?

Activities and school trips are available to all our pupils. Financial assistance is available via Pupil Premium or other resources to ensure access regardless of financial circumstances.

For activities outside school, risk assessments are carried out and procedures put in place, to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff or in some circumstances, a parent, may be asked to accompany a child during the activity or trip.

The school provides a Breakfast Club and an extensive programme of extra-curricular activities (further details of these are on our website and application forms are available in the reception area). These opportunities are open to **all** children and you can be assured that we will do our very best to accommodate pupils with special needs or disabilities.

Please call the school to discuss the facilities or arrange a meeting with the relevant member of staff.

# 13. How will St. Stephen's support my child's transition stages?

Induction for Early Years children, takes place in Term 6 when all pupils have two half day visits in school. Induction meetings with parents are arranged at the very beginning of the new academic year. The Reception teachers/SENCo visit the pre-school settings to discuss the needs and progress of pupils with Special Needs.

If your child joins us in Reception, Transition Funding may be available from The Local Authority to help your child settle into school.

For pupils in Year 6, transferring to secondary school, you may be invited to a transition meeting in order to draw up an individual transition plan if appropriate. This may include:

- Extra visits to secondary schools.
- 1:1 sessions with an outside agency.
- Further visits in Year 7.

All our secondary schools visit the children/class teachers and SENCo in Term 6 to discuss the needs of pupils and we will make sure your child's records are passed on as soon as is possible. Our SENCO will often visit the receiving school too.

If your child has a current CAF, we will ensure that all professionals are involved in supporting the transition process.

For those children who transfer mid-year, Local Authority procedures are followed (see LA website).

## 14. What training opportunities are there for staff supporting children with SEND?

St Stephen's supports class teachers in planning for children with SEN and provides in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO or Headteacher

## 15. Who can I contact for further information?



If you wish to discuss any aspect of your child's education, please contact:

- a) Your child's Class teacher
- b) The SENCO
- c) The Deputy Head
- d) The Head Teacher
- e) The SEN governor
- f) The Local Authority <http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educationalneedsdisabilities-0-25>

The SEND Parent Partnership are also a valuable service providing parents with impartial advice about the legalities of SEND within schools.  
<http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarerseducational/SEND-Partnership-Service2>

## 16. Who should I speak to if I have a complaint?

Initially, speak to your child's class teacher and/or the SENCo. Hopefully, they will be able to address any concerns you may have.

You can then contact the Head Teacher for further discussion. He may then direct you to our Complaints Policy and procedure.