

Banks St Stephen's C of E School



“Belonging Serving Succeeding”

Banks St Stephen's SEND Information Report

Overview

In 2014 the government released the *SEN Code of Practice 2014*. This important document outlines requirements and standards for the education of all children with SEN. In response to these statutory requirements we have produced this SEN Information report.

Banks St Stephen's C of E Primary School is a mainstream setting that accepts admissions from pupils aged 3-11. Currently, we have an annual intake of 30 Reception pupils and have approximately 170 pupils on roll. St Stephen's is proud to be an inclusive school and we offer a range of provision to support children with typical, additional and special educational needs.

Our most recent Ofsted inspection was in March 2018 where we were judged as 'requires improvement'. The full report can be downloaded from our school website http://www.bank-st-Stephen's.lancs.sch.uk/index.php?category_id=47

In March 2016, St Stephen's was awarded the Gold Standard in the Behaviour Quality Award.

These pages describe what our school can offer children with SEN. SEN stands for 'Special Educational Needs' and at this school our first aim is always to provide quality first teaching for ALL children, allowing every child to enjoy, achieve and aspire. 'Quality First Teaching' is a commitment to consistently good and outstanding teaching that attempts to cater for the needs of all pupils, regardless of ability or disability. In addition, we at St Stephen's offer a wide range of provision to children who require support that goes beyond that of 'Quality First Teaching'. The provision on offer at St Stephen's covers the following broader areas of SEND Needs:-

- Cognition and learning (e.g., specific, moderate and severe learning difficulties)
- Social, Emotional and Health (e.g., ADHD, ADD)
- Communication and interaction (e.g., speech and language difficulties, ASD)

- Sensory and/or Physical Needs (e.g., hearing impairment, visual impairment, multi-sensory impairment, physical disability).

If you have a concern about your child's academic, social, physical or emotional development please contact our school SENCO for advice, support and consultation.

How Do We Ensure That Children Who Need Extra Help Are Identified Early?

Children are identified as having additional or special educational needs through a variety of ways including the following:-

- Child performing significantly below age expected levels
- Concerns raised by parents
- Concerns raised by teachers, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service, Speech and language therapy service, Early Prevention team
- Health diagnosis through a health professional such as a paediatrician, speech and language therapist, CAMHS (child and adolescent mental health service).
- Liaison with previous school or setting, if applicable.

In coordination with good and outstanding teaching we sometimes need to provide children with additional support to help them overcome barriers and cater for their specific needs. There are some children whose needs are very clear e.g. visual impairment, hearing impairment, physical disability. In such cases we coordinate with the relevant outside agencies and professionals to ensure that we as a school are doing as much as we can to meet the needs of these children. More commonly however, we assess individual needs by reviewing a child's academic, social and emotional progress.

To do this we use our own internal tracking system (O-Track) to study the numerical assessment data, comparing it with age related expectations. If the concern surrounds a child's emotional, physical or social development then we seek the input of our Pupil Support Manager, who monitors the emotional well-being of the children at St Stephen's. In addition, the class teacher will meet with the Senior Leadership Team (which includes the SENCO) on a termly basis to discuss the progress of every child in their class. It is during these meetings that resources (in the form of adult-lead intervention) are allocated to children with an additional or a special educational need. The SENCO will also observe any children identified as being significantly behind age related expectations, or if they have another obvious learning barrier.

If additional needs are required then the Class Teacher, SENCO (Special Needs Co-ordinator), Learning Support Assistant, Pupil Support Manager, Head Teacher,

Parents and pupils are involved in developing and reviewing the type of individual support to be offered.

What Should A Parent Do If They Think Their Child May Have Special Educational Needs?

We have an open door policy and welcome parents to discuss any concerns with regards to their children. In the first instance, contact your child's class teacher. If you still have concerns you can contact the SENCO – Mrs Mussell or the Head teacher – Mrs Owen. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. Mrs Mussell holds the National SENCO Award.

ACCESSIBILITY AND INCLUSION

- The single level school is fully wheelchair accessible from all entrances and all doorways are wide enough to accommodate wheelchairs.
- Pathways have been resurfaced to ensure safe access for all pupils.
- There is a parking space available for disabled persons in the car park and a disabled toilet is available for wheelchair users if the need should arise.
- Information is available on the school website and two noticeboards in addition to parents receiving regular newsletters.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- The school has a range of ICT programmes for pupils with SEN in addition to I-pads, netbooks, headphones, computers and interactive whiteboards installed in every classroom.
- Resources for SEND (Special Educational Needs and Disability) are stored in a central area fully accessible for all staff to use. Equipment such as pencil grips, adapted scissors, concentration cushions, fidget toys and writing slopes are routinely provided by school. Resources which are additional to those already provided can usually be sourced by school.
- Visual timetables are used and resources are clearly labelled with text and pictures.

Teaching and Learning

- School follows the graduated response of assess, plan, do, review when catering for SEN pupils.
- The school has embedded practices for 'Early Identification' of children's additional needs
- School works closely with parents and outside agencies to ensure needs are accurately identified and effectively met.
- We have close links with our nursery to ensure a smooth transition and accurate provision is in place on entry to Reception.
- Teachers inform the SENCO (Special Educational Needs Co-ordinator) and Head teacher at the earliest opportunity if they have concerns and a meeting is held with parents.

- Pupils are closely tracked and monitored so that gaps in learning and development are quickly identified.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- High quality first teaching is provided in class. This is supported by skilled teaching assistants in each class who are assigned to support children with additional needs through a targeted plan.
- Teachers plan for differentiation and ensure that different learning styles are catered for.
- Children have specific success criteria to scaffold their learning to help them work independently.
- Where appropriate, pupils are provided with an IEP (individual education plan) which provides specific targets and activities designed to close gaps and remove barriers to children's learning.
- When appropriate, school buys in the services of outreach support who support our identified children, make formal assessments and recommend strategies for school to use.
- In the case of children with HI (Hearing Impaired), VI (Visually Impaired) or medical needs specialist support, equipment and training is provided by SEND, NHS (Diabetes Nurse, epilepsy nurse etc...). Most staff receive annual asthma and epi-pen training.
- The SENCO has the SENCO award and attends regular LCC and local SENCO cluster groups.
- The SEN provision map (a plan to ensure all children's needs are matched to provision) records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions.
- Some pupils will be assessed using PIVATs – a system where targets are broken down into smaller, more achievable steps.

Reviewing and Evaluating Outcomes

- Parents contribute and take part in Annual Reviews for pupils with EHCPs and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review and the outside agencies are invited to contribute and attend the meeting.
- IEPs (individual education plans) are formally reviewed and shared with parents 3 times' a year. Children are involved with setting and reviewing their targets and their views about where they feel they need support and how they feel they learn best are taken into consideration.
- The school operates an 'Open Door' policy with regards to any concerns a parent may have and this is dealt with quickly and effectively.
- Signposting and meetings with outside agencies and parents are arranged by school to support the family when required.

Staff Training

All staff at St Stephen's receive relevant training to ensure we strive to meet the needs of children with SEND. All members of staff receive regular first aid, safeguarding and online safety training. Selected staff will take part in training and other professional development relevant to the children they regularly work with. Examples of this include learning related to Diabetes, Speech and Language, ASD and forms of specific intervention such as Fast Forward Grammar and Whole Word Precision teaching.

We often seek advice from specialists from a range of sectors (including Health, Education and Social Services) to ensure we as a school are prepared to meet the needs of children with a particular requirement. If you are a prospective parent and are unsure as to whether our school has the expertise and provision to accommodate and develop your child then please do not hesitate to contact the Head Teacher or the school SENCO at your earliest convenience.

How Do We Communicate With Parents?

- Induction meetings introduce key staff to parents and informs them who to contact if they have concerns.
- The website contains details of all staff currently employed by the school.
- The School operates an 'Open Door' policy and has 2 parents' evenings a year to provide opportunities for parents to discuss the progress of their child. A parent questionnaire is also provided for parents to record their views and suggestions at each of these evenings.
- Regular newsletters invite parents to make suggestions for school improvement.
- An annual written report is sent home at the end of the summer term with an invitation to discuss this with the teacher.
- 'Open Days' are offered for new parents to the school and appointments can be made by prospective parents to view the school individually.
- Parents are invited to attend a variety of workshops to help them support their child's learning.

Working Together

- There is a democratically elected School Council for pupils to contribute their own views.
- Staff value children's ideas and suggestions and the curriculum is built around their interests.
- Fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance are threaded through the curriculum and the life of the school.
- Circle time, PSHE lessons and collective worship assemblies offer opportunities for pupils to share their views and become self-reflective.
- Parents have opportunity to discuss their views about their child at Parents' Evenings, Annual Reviews, IEP reviews, CAF/TAF meetings and can speak to members of staff or Head teacher on request.

- The SENCO is available at parents' evenings to discuss any queries or concerns.
- In the event of a concern, school endeavours to speak to parents immediately or at the next convenient opportunity. The first point of contact in the resolution of concerns is either the Head teacher or SENCO – they can be contacted face to face, by telephone or via e-mail. All concerns are taken very seriously and acted upon quickly.
Parents can become involved in the life of the school through FOSS (Friends Of St Stephen's), school events and by becoming a governor.
- Parents are invited to attend workshops and participate in the children's learning throughout the year.
- Governors request an SEN annual report from the SENCO so that they are informed of the progress and achievement of SEN pupils throughout school.
- The SENCO liaises with and reports to the SEN Governor.

Transition

Pre-School and Reception

When a child joins the school in Pre-School or Reception they will go through the standard induction process which is delivered and managed by our Early Years Foundation Stage. If children have any specific needs that require extra provision then it is important that parents disclose their concerns with the school. They can do this via an informal conversation with the Head Teacher, which may be followed up by a formal meeting. From there the Head Teacher will liaise with the Pupil Support Manager, SENCO, prospective Class Teacher and any relevant outside agencies already involved with the child and the family, or any agencies that the school and other involved professionals believe should be involved with the child.

Moving from another School

When a child joins us at St Stephen's from another school the transition moves through a number of stages:-

- Initial visit to the school, hosted by the Head Teacher.
- Informal discussion with the Head Teacher regarding specific needs.
- Decision made by the parents to enrol children at St Stephen's.
- Formal contact made between St Stephen's and the child's current school.
- Sharing of assessment data and any current specific provision in place for the child.
- The child starts at St Stephen's on an agreed date.
- The child is placed on the school Provision Map as a 'New Arrival' and any required provision to support the child is implemented at St Stephen's – this may involve staff training or contact with outside agencies.

If children move away from our school then the relevant staff member at St Stephen's will ensure all assessment and SEN information is passed onto their new school.

Transition to Secondary School

The Head Teacher and the Year 6 teacher take part in transition meetings with all the receiving High Schools. During these meetings each child and any relevant specific needs and details regarding current support are shared. In addition children in Year 6 attend High School taster days during the second half of the summer term. Our Pupil Support Manager will coordinate transition for pupils who require a more customised process. An example of this is additional visits to the receiving High School (escorted by the Pupil Support Manager).

Support Outside the Classroom

Lunch times and Break times

Unstructured times such as break and lunch are supervised by either members of the teaching staff or Lunch Time Supervisors. The Head Teacher or Deputy Head Teacher is routinely present in the dinner hall whilst children eat their lunch. Children in Year 5 are trained as 'Play Leaders' and run playground games in an initiative known as 'Zoning'. Each zone contains a different play ground game and children can choose which game they wish to join.

During this unstructured time children with specific needs will be supported according to their individual IEP (individual education plan) recommendations e.g. If your child has a visual impairment and a 1 to 1 Support Assistant then the Support Assistant will accompany them during dinner and break time (depending on levels of support to be given - agreed by Class Teacher, SENCO and the child's parents). Most children with SEND do not require support during unstructured times however the Pupil Support Manager monitors the emotional well-being of all children in our school and in consultation with Teaching and Lunch Time Supervisor staff will track behavioural incidents and any patterns or trends that raise a concern. This information all feeds into termly Pupil Progress meetings and the relevant staff will plan for any relevant next steps.

Due to the specific nature of SEND the details of a child's needs are always custom to the individual and therefore any extra provision required during lunchtimes, break times and at the beginning or the end of the school day are developed for the benefit of that particular child. These details are included within a child's individual learning plan (IEP).

Extra-Curricular Activities

We host a range of after school clubs which are often run by our teaching staff. We also commission outside providers to host extra-curricular activities. Whether it be run from within or delivered by an outside company we fully engage with our culture of inclusion and will make every reasonable attempt to differentiate activities to suit children with special educational needs or disabilities. The need is individual to the specific child and therefore the provision will be developed by the SENCO, Pupil Support Manager and the child's parents.

Supporting overall wellbeing

Medical

Children who require regular medicine whilst in school have a personal medical plan. The plan involves details of medicine and medical needs and the key people involved in the administration of such medicine. Parents are fully involved in the process of implementing medical provision within school for their child. Medical plans are drawn up by the school nurse and all relevant adults in school are made aware and have access to the plan. Any necessary training is given to ensure staff are clear and confident when administering medicine.

Behaviour

Children with social, emotional and behavioural barriers are monitored by the Class Teacher, Head Teacher, SENCO and the Pupil Support Manager. Our behaviour system works on a yellow and red card basis. If a red card is given to a child then the incident is recorded and logged. The Senior Leadership Team will monitor patterns of behaviour over time and if necessary involve parents and outside agencies. The school's provision for developing emotional health and well-being feeds into tackling poor behaviour.

Every effort is made to avoid exclusions and this is testament to our rigorous monitoring system and our provision for children who display challenging behaviour. On the whole, behaviour at Banks St Stephen's is of a consistently high standard and children often receive rewards for examples of positive behaviour that promotes our Christian values.

Bullying and Inclusion

All forms of bullying are completely unacceptable and are not tolerated at St Stephen's. Our thorough and positive behaviour management system ensures all issues of reported conflict and bullying are dealt with swiftly and appropriately (please see our anti-bullying policy for further information). We are an inclusive school and believe that quality first teaching that successfully incorporates strong differentiation aids the learning of not just children with SEND, but all children within our school.

Children with SEND have the same opportunity as every other child to become members of our school organisations e.g. the school council. Every reasonable effort is made to ensure all children with SEND can access every opportunity that school has to offer. SEND is a broad statement and the individual needs of every child are considered carefully when considering maximising their inclusion.

Supporting the Family

- School employs a pupil support manager (Mrs Tennant) who will support pupils and their families.
- The school signposts and refers parents to the IAS (SEN information and advice service) and other agencies. <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

- The FIND newsletter is published on the school's website.
- Information is sent directly to parents of identified SEN children.
- Signposting to the school nurse is provided by the school.
- The SENCO, Head teacher or Pupil Support Manager can refer parents who require additional support to the Child And Family Wellbeing Service - <http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=4435>

Where a multi-agency approach is required (measured via the Lancashire Continuum of Need), school or another relevant agency may work with a family to complete a CAF (common assessment framework). This is an assessment tool which is used to gather relevant information together and form an action plan. After this, a TAF (Team Around the Family) meeting will be organised. This intervention brings together relevant professionals from a range of sectors and may include representatives from Health, Education and Social Services. The meeting is designed to support the children and the family to improve their current circumstances. Meetings are usually held in school and direct contact is made with parents in the event of a TAF meeting being called.

Types Of Intervention And Support

Additional Needs Support

Children who require short term support in order to aid their progress or access parts of our curriculum would be placed on the AEN (Additional Educational Needs) Register. Children might be placed on this register because:-

- They are making slower progress than their peers in Maths and English and therefore would benefit from joining a small booster class, or receive *someone* to one teaching from a Learning Support Assistant. This would be in addition to their daily lessons.
- Children display challenging behaviour which has an impact on their own and other's learning and/or well-being. This means they may benefit from partaking in Social Skills groups, our Care and Share group or Team Building club.
- They may have suffered injury or illness and require different resources in order to access the curriculum e.g. Computers/IPADS/Learn Pads to help them complete their learning activities.

If short term interventions are not appropriate, or are not having the desired impact. The child may be considered for SEN Support.

Special Educational Needs Support

Children who require more focused support to help their long term development could be placed on the additional support register. A child who is identified as having an additional need may not have an SEN diagnosis but still has difficulty in accessing our curriculum and therefore needs targeted support.

Children on the additional needs or SEN Register will be provided with an IEP which will outline their areas of strength, needs and the strategies and resources in place to help them progress. Each IEP contains a set of learning targets that the school sets the pupil. The aim is for the pupil to achieve their target within a given time framework.

The document is drawn up by the Class Teacher and the SENCo and parents and pupils will be part of the design and development of the plan. Parents are informed if their child has been placed on the SEN register. The IEP (individual education plan) is reviewed at the end of every term by the Class Teacher, the SENCO and parents. IEPs follow our school's cycle of Assess-Plan-Do-Review in order to maximise the impact of the support given to every child who requires one.

At Banks St Stephen's, we have an open door policy. If parents have any concerns or queries about their child then we encourage them to speak to the relevant person either on the phone or in person.

For children on our SEN Register we may seek the advice of outside agencies and specialists. This may include Educational Psychologists and Specialist Teachers. At every step of the child's development we seek to consult with and inform parents.

If the desired impact of an IEP (individual education plan) is not occurring consistently for the benefit of the child, then the child may be considered for an EHCP (Education, Health and Care Plan).

EHCP

Education, Health and Care Plans bring together different professionals (Teachers, SENCO, Doctors, Educational Psychologists, and Specialist Teachers) and the parents of the child in order to review the specific needs of the pupil. The result is an EHCP which seeks to map out specific support required for the child and how this plan is to be implemented in school and at home. Children with EHCPs have often been diagnosed with complex needs that impact on their social, emotional, mental and/or physical well-being. Such conditions may include ADHD, Asperger's Syndrome, Dyspraxia, Dyslexia, Visual impairment or Hearing Loss.

Whatever the specific needs are of the child, the staff at Banks St Stephen's are committed to provide quality first teaching to ensure all pupils have the chance to enjoy, achieve and aspire.

If you wish to enquire further then please contact (via the school) Mrs Mussell who is our school's SEN Coordinator – m.mussell@bank-st-stephens.lancs.sch.uk

A copy of Lancashire's Local Offer can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Banks St Stephen's local offer, this report and SEN policy can be found on the school website –

http://www.bank-st-Stephen's.lancs.sch.uk/index.php?category_id=45

This report was updated in March 2020 and will be reviewed in March 2021

School Details:

Head teacher – Mrs Joanne Owen (head@bank-st-Stephen's.lancs.sch.uk)
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