 **ST STEPHEN’S C E SCHOOL**

**SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2016**

***Welcome to our SEND information report which is part of the Bolton Local Offer for learners with Special Educational Needs and Disabilities (SEND).***

***All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body’s policy for pupils with SEND. This information is updated annually.***

St. Stephen’s CE School is a mainstream, voluntary aided primary school. Our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to be an inclusive school, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

**General Information/Frequently Asked Questions**

What should I do if I think my child has a Special Educational Need or Disability?

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from** the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the Needs Specific Information included at the end of this report.

Please come into school to speak in the first instance to the Class Teacher, who will explain the provision already in place in school to support your child and address their needs. The school policy for Special Educational Needs is available to you. If you require further advice or information, or are still concerned as to whether your child needs any further support, an appointment will be made for you to meet with the Special Educational Needs Coordinator (SENCo), Mrs. Sheila Savage.

The SENCO is responsible for the day to day operation of the school's SEN policy, and coordinating the provision for children with SEN by: -

* Monitoring SEN through each Key Stage and liaising regularly with all staff.
* Completing regular audits of children with SEN.
* Keeping and updating SEN files.
* Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for children with SEN

and carry out their responsibilities for the day to day teaching of SEN children

* Advising and supporting colleagues on matters relating to SEN.
* Being involved and contributing to the regular reviews of children with SEN.
* Liaising with educational, medical, welfare and other support agencies.
* Liaising with parents.
* Regularly reviewing, and updating the SEN Policy and SEN Information Report.
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What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

At St. Stephen’s all children, with or without Special Educational Needs, receive equality of entitlement to all activities, whether curricular or extra - curricular. Wherever necessary, special provision is put in place to ensure that this is met, e.g. use of visual timetables to support children with special needs to limit anxiety, making changes to the classroom to enable children to learn within an environment which is best suited to their needs.

The underpinning principle, reflected in our mission statement, is that our teaching should enable all children to achieve the highest possible standards. All children receive high quality first teaching, differentiated to meet individual needs. In line with the SEND Code of Practice 2014, every teacher is a teacher of every pupil, including Special Educational Needs. We have effective management systems and procedures for SEN.

To ensure our staff have the skills and knowledge to support children with SEN—there is a programme of ongoing training both in school and elsewhere. Recent training has included: SENCo training - Updates in SEN Provision and related training, SENCo Conference, Person-Centred Reviews, Autism Spectrum Disorders, Using an iPad to support SEN, Talking Partners, Language for Learning and Information Carrying Words (ELKLAN related training) and Mental Health First Aid Youth Lite.

The SEN Governor has also undertaken further training in relation to this role.

We work within our successful SENCo Cluster to develop our provision and share good practice with other schools.

How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

The child’s individual reading record book will show progress in relation to the reading scheme on a daily basis. Informal discussions and telephone contact will also be used to inform parents of their child’s progress.

All parents will be informed of their child’s progress at least Termly, through Parents’ Evenings and an Annual Report. Results of assessments and the work of outside agencies will also be shared with parents.

Records of progress made during specific interventions will be kept and shared with parents e.g. Precision Teaching Graphs, Spelling Test Results, Multiplication Table Tests, Number of High Frequency Words read. Reading Ages from Salford Sentence Reading Test, Whole School Tracking Data, data and information from Assessments (Optional or SATs).

What support will there be for my child’s overall well-being (Reg 3g: in particular the development of their social and emotional skills) (Reg 6 Equipment and facilities to support children)

The school ‘s Learning Mentor will be readily accessible for any child to speak to about anything which troubles them and will then work with the child to address their concerns, taking appropriate action. Any member of staff will be ready to listen to any child who needs support.

The school uses the Social and Emotional Aspects of Learning (SEAL) materials, which enable children to develop self-awareness, managing feelings, motivation, empathy and social skills.

The planning and assessment for children experiencing special educational needs will take into account the type and extent of difficulty experienced by the child. A variety of means and activities will be used to promote their overall development.

The teaching of PSHE and citizenship helps all children develop as individuals in a wider society. Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

SEN children are included in all activities which take place outside the classroom. School will ensure that all reasonably practicable efforts have been made to include SEN pupils in educational visits. This may include making reasonable adjustments as part of the risk assessment process and will usually entail discussion with the pupil, parents, group leader and manager of the venues to be visited e.g. to ensure full access. A Pupil Based Risk Assessment will be completed to ensure the safety of any such pupil. The risk assessment may involve an extra member of staff to accompany the visit, specifically to support the pupil on an individual basis.

St. Stephen’s staff are appropriately trained to administer First Aid, with two qualified Paediatric First Aiders and all Teaching Assistants qualified as First Aiders. All Lunchtime Supervisors are trained in First Aid.

In response to the Equality Act 2010, the Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs. The school has disabled toilet facilities.

manager of the venues to be visited.



How will I be involved in discussions about, planning for, and involvement in my child’s education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

Partnership with parents/ carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents/ carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education.

All parents /carers will be informed of their child’s progress at least Termly, through Parents’ Evenings and an Annual Report. Results of assessments and the work of outside agencies will also be shared with parents.

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, within an SEN Support Provision Map, at least Termly. Parents/carers will be fully involved in the Assess, Plan, Do and Review process. In addition, where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out.



How do St. Stephen’s (Kearsley Moor) CE School involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

Wherever possible, children with SEN are involved in meetings arranged with parents /carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Teachers discuss outcomes with the child individually and ensure that these are understood. At St. Stephen’s, every child has specific targets set at their own ability level in Reading, Writing and Maths. Every child is made aware of these targets and teachers refer to these constantly, when working with the child or within marking. All children play an integral part in their academic work by responding to marking in their exercise books.

Person centred Annual Reviews ensure that children have the opportunity to take ownership of their own Education, Health & Care Plan and to be fully involved in the decisions made.



(Reg 10: Involvement of other agencies

How does the governing body involve other services in meeting the needs of SEN pupils and supporting their families?

St. Stephen’s staff are appropriately trained to administer First Aid, with two qualified Paediatric First Aiders and all Teaching Assistants qualified as First Aiders. All Lunchtime Supervisors are trained in First Aid.

The Educational Psychologist, Ladywood Outreach, Speech and Language Therapy Service and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers and SENCo.

The school nurse comes into school regularly, which enables discussion of any problems arising. If it becomes necessary, contact is made with Social Services.

Some services offer specific training to parents/carers which can be accessed through the School Learning Mentor.

Who can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN)

Parents /carers are always welcome to come into school to discuss their child’s progress and learning or to put forward any concerns. The first point of contact will be the child’s Class Teacher, who will direct parents to the Learning Mentor, SENCo or Head Teacher where needed. We will do our best to offer advice and support and will also be able to signpost parents to other appropriate agencies who can help.

**Head Teacher:** Mr. Tony Lasan

**Contact Details:** **Tel:** 01204 333643 **email:** [LasanT@st-stephens-kearsley-moor.bolton.sch.uk](mailto:LasanT@st-stephens-kearsley-moor.bolton.sch.uk)

**Special Educational Needs Coordinator (SENCo):** Mrs. Sheila Savage (Deputy Head Teacher)

**Contact Details:** **Tel:** 01204 333642 **email:** [ssavage@st-stephens-kearsley-moor.bolton.sch.uk](mailto:ssavage@st-stephens-kearsley-moor.bolton.sch.uk)

**Designated Safeguarding Lead:** Mr. Tony Lasan (Head Teacher)

**Deputy Designated Safeguarding Lead:** Mrs. Sheila Savage (Deputy Head Teacher)

**School Learning Mentor:** Mrs. Karen Goodwin

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

Bolton Parent Carer Consortium (a Government funded body supported by the Local Authority to represent parents and give independent advice)

email address: [enquiries@bpcc.org.uk](mailto:enquiries@bpcc.org.uk)

Tel: **07701 305782**.

Facebook: [Bolton Parent Carer Consortium Open Group](https://www.facebook.com/pages/Bolton-Parent-Carer-Consortium/1514619582114829)

Twitter: [@BoltonParents](https://twitter.com/boltonparents)

**Postal Address**:  
BPCC,  
c/o BBNW  
4th floor,  
St Georges House,  
2 St Georges Road,  
Bolton,  
BL1 2DD



How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Reg 12: The school’s arrangements for supporting pupils with special educational needs in transferring between

phases of education or in preparing for adulthood and independent living.

**ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN**

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority’s Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school.

Each year, transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Orientation Days towards the end of the school year, where they will experience their new class environment and become more familiar with their new Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCO from the secondary schools.

Transition work and extra visits to secondary school are arranged by the Learning Mentor /SENCO, working with the Ladywood Outreach Service to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: Details of where the Local Offer is published)

The SEND Local Offer can be found at:

<http://www.localdirectory.bolton.gov.uk/send.aspx>



How should complaints regarding SEN *provision be made and how will they be dealt with?*

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

If parents /carers of a child with SEN have concerns about progress or provision, they should consult the class teacher first, then the SENCo and then the Head Teacher.

If the problem is still unresolved the complaint should be addressed by the SEN Governor, Mr. Robert Grant, who deals with the complaint following the statutory procedure. This is detailed within the SEN Policy.



Who do I contact for further information?

(Reg 4: Contact details of the SENCO)

Our SENCo is the Deputy Head Teacher, Mrs. Sheila Savage.

<Tel:01204> 333642 email: [ssavage@st-stephens-kearsley-moor.bolton.sch.uk](mailto:ssavage@st-stephens-kearsley-moor.bolton.sch.uk)



How do I get a copy of the school SEN policy?

A hard copy of the school SEN policy is always available from the School Office. Our SEN policy is also published on the school website [www.ststephenskearsley.co.uk](http://www.ststephenskearsley.co.uk)



**Needs Specific Information**

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| **Area of Need** | **Wave 1**  **Universal Offer**  **All Pupils** | **Wave 2**  **Pupils who do not have an Education, Health & Care Plan**  **SEN Support**  *(In addition to Universal Offer)* | **Wave 3**  **Pupils with an Education, Health & Care Plan**  *(In addition to Universal Offer)* |
| **Cognition & Learning** | * Differentiated curriculum planning, activities, delivery & outcomes * In-class targeted teacher support * In-class TA support within Class Teaching (small group or individual) * Specific short –term interventions used * Group Guided Reading daily with teacher or TA * Synthetic Phonics teaching – Phonics International Programme * Individual reading with an adult * Use of Kagan Structures within learning * Reporting to Parents/ carers – Parents’ Evenings (November & March), written report (July) * Teaching and Learning Policy * SEN Policy * Access to school library * Use of writing frames / scaffolds / Word Banks * Access to ICT * Modelling * Access to extra-curricular clubs | * Concern noted by Class Teacher, specific interventions put in place & progress carefully monitored * Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly * SEN Support Provision Mapping * Advice/ Support from SENCO or other agencies * Ladywood Outreach Small Group Work * Individual Reading Support with TA (Daily)   Use of specific interventions according to need:   * Individual Precision Teaching   (10 minutes per day)  (Reading, Spelling, Multiplication Tables   * Supplementary Phonic Work with TA (15 minutes per day) * Sounds Write Intervention with TA (2 x 20 minutes per week) * Toe-by-Toe * Numeracy Catch up Programmes   eg. Springboard   * Number Stars * Max’s Marvellous Maths | * Individual Costed Provision Maps * Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan * Advice/ Support from SENCO * Purchase of specific resources to support cognition and learning   **Involvement of outside agencies:**   * Ladywood Outreach Individual or Small Group work * Educational Psychologist Assessment, Advice and Recommendations |
| **Communication & Interaction** | * Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words * Structured school & class routines * Use of Kagan Structures within learning | * Concern noted by Class Teacher, specific interventions put in place & progress carefully monitored * Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly * SEN Support Provision Mapping * Use of Visual Timetables * Adapting the Learning Environment to the needs of the child   **Involvement of Outside Agencies:**   * Speech & Language Therapy (SALT) in Clinic * Ladywood Outreach Small Group or Individual work * ELKLAN Trained Staff * Speech & Language Programmes implemented by staff in school | * Individual Costed Provision Maps * Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan * Advice/ Support from SENCO * Purchase of specific resources to support speaking and listening skills   **Involvement of outside agencies:**   * Speech & Language Therapy (SALT) Speech & Language Therapist Work in school * Ladywood Outreach Small Group or Individual work |
| **Social, Emotional & Mental Health** | * Whole School Behaviour and Discipline Policy * Anti-Bullying Policy * Child Protection Policy * ESafety Policy * Whole School Rules * Whole School Reward & Sanctions System * Clear, consistent Whole School Aspirations and Expectations * Access to Learning Mentor * Star Awards & Celebration Assembly * Circle Time * PSHE focussed work * Social & Emotional Aspects of Learning (SEAL) * Lunchtime Play Leaders * Golden Time | * Concern noted by Class Teacher, specific interventions & strategies put in place & progress carefully monitored * Parents/ carers informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly * SEN Support Provision Mapping   **Involvement of Outside Agencies:**   * Educational Psychologist Assessment, Advice and Recommendations * Behaviour Support Service Advice and Recommendations, work with Parents/ carers - Parenting Courses * CAMHS Assessment, Advice and Recommendations * Work with Learning Mentor * Pathways Programme * Behaviour Contracts and use of recommended behaviour management de-escalation strategies * Reward Charts * Time Out | * Individual Costed Provision Maps * Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan * Advice/ Support from SENCO * Purchase of specific resources to support social, emotional and mental health issues * Work with Learning Mentor   **Involvement of Outside Agencies:**   * Educational Psychologist Work * Behaviour Support Service 1:1 work * CAMHS * Children’s Opportunity Group (COG) |
| **Sensory &/or Physical** | * Register of Sensory &/or Physical Needs * Staff are made aware of implications of physical or medical impairment & any necessary medication, precautions to be taken or emergency treatment & procedures * Appropriately trained staff e.g. Paediatric First Aider, First Aider at Work(3 Staff), All Lunchtime Supervisors trained in First Aid * Administration of Medicines Policy * Risk Assessments * Defibrillator in school * Posture seat * Pencil grips * Easi-Grip Scissors | * Concern noted by Class Teacher, implementation of strategies, recommendations, use of specialist equipment & progress carefully monitored * Parents informed of need for SEN Support and meetings to review provision & progress towards outcomes at least Termly * SEN Support Provision Mapping   **Involvement of outside agencies:**   * Occupational Health advice and recommendations * Health Professional advice and recommendations School Nurse, GP, Paediatrician, Physiotherapist etc * Staff in school follow recommendations made and access appropriate equipment e.g. posture seat | * Individual Costed Provision Maps * Meetings with Parents/ carers, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly, Annual Person Centred Review of Plan * Advice/ Support from SENCO * Purchase of specific resources to support children with sensory and/or physical difficulties   **Involvement of outside agencies:**   * Occupational Health involvement and Visits * Hearing Impairment Service Visits * Assessment & Monitoring, Advice and Recommendations * Health Professional Visits * Staff in school follow recommendations made |
| **Transition** | * Visits to local secondary schools as a Class to participate in activities and also on Intake Days * Head of Year/Form Teacher/SENCO attend meetings with Class Teacher * Year 5 Choice Meeting – LEA Admissions & Heads of secondary schools * Data exchange | * Supplementary Visits to secondary school accompanied by Learning Mentor * Support for parents/ carers – opportunities for discussion or support in arranging meetings with SENCo of secondary school to discuss concerns and provision – Learning Mentor to liaise with secondary school | * Specific transition activities & teaching to prepare for secondary school – Ladywood School * Individual or small group visits to new school arranged by SENCO * Support given to parents/ carers – SENCO to liaise with secondary schools for parental visits where needed |