



# SEN Information Report - Local Offer

St Stephen's School and Children's Centre

SEN Information Report / Local Offer

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability. (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

St. Stephen's School and Children's Centre puts the child at the heart of everything we do. We recognise that every child is different and unique. As such, there is no assumption that every child needs the same level of support to access our broad and balanced curriculum.

**All pupils will access:**

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment
- and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- After school clubs and educational visits

**Some pupils with Special Educational Needs or Disabilities will access:**

- Individualised target setting
- Targeted interventions and support matched to needs
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support for specific tasks

**Some pupils with complex or significant needs will additionally access:**

- A personalised timetable
- Access to evidence based specialist programmes
- Access to specialist services and therapies
- High levels of adult support and small group working

## Our Vision for Inclusion

At St. Stephen's School we welcome all children and are fully inclusive, welcoming and celebrating diversity. We respect parents as the child's primary carer and strive to work in partnership at all times.

## How we identify special educational learning needs

### **New admissions**

We have a comprehensive admissions process, in which personal details as well as any special needs are shared. Any information re a child's special needs is forwarded to the relevant SENCo (Nursery or Primary).

If you have any concerns about your child's development, please share them with us and we will investigate and discuss our findings with you.

If at any time our staff think that your child is experiencing a particular difficulty because, for example, they are not making the same progress as other children;

We will:

- share our concerns with you
- observe them
- carry out assessments and track their progress

## How we involve children and their parents / carers in identifying SEN and planning to meet the learning needs

- We are child and family centred so you can expect that significant plans or decisions will be made together with you.
- We will talk to you about how your child is at home and at school to see if there are similarities or differences and use this discussion to develop plans to work together to support your child.
- Where appropriate we will add your child to our SEN register.
- Annual and interim reviews will take place to assess your child's progress and make further decisions.

## How we adapt the curriculum so that we meet the needs of all children

- When your child has been identified with a special educational need or disability, their work may be differentiated by their teacher to help them access the curriculum.
- If it is felt necessary, additional support from the class teacher or a educational assistant may be given.
- We use a range of different materials including technologies to support children's learning.
- Homework is used to support and rehearse activities that the children are doing in class.

## How teaching approaches are adapted for children with SEND

- Our staff are trained in a variety of different approaches which means that we are able to adapt to a range of SEN needs including (but not exclusively):
  - Specific Learning Difficulties [including Dyslexia]
  - Autistic spectrum disorder
  - Speech, Language, and Communication Needs.
  - Social and Emotional Difficulties.
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and delivery of lessons and may take the form of whole class, group or individual teaching.
- We have teachers and support staff with training related to specific learning and or medical issues (e.g. Dyslexia, Autism, Hearing Impairment, Down Syndrome, Selective Mutism, and ADHD). We also ensure that if we do not have staff with appropriate skills and knowledge that appropriate training takes place as soon as possible.

## How we assess pupil progress

### Nursery School

It is our expectation that all children at St Stephens will make outstanding progress according to the Early Years Foundation Stage curriculum. Some children may be assessed using the learning journal if that is more appropriate to their needs.

We regularly meet with parents to discuss their child's progress and all target setting is done in consultation with parents.

## Primary School

- Children in Years 1-6 are assessed termly using the National Curriculum Guidance, if children are below this level we will use Progression Steps to support our assessments and set targets.
- We use nationally agreed guidelines to ensure that all children make good or better progress.
- We check how well a child understands and makes progress in each lesson. This is done through plenary sessions, through the school's marking system and ongoing assessments.
- Termly meetings are held between teachers and the Leadership team to check the progress of all children. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- For children with recognised needs the SENDCOs hold meetings with parents at least once a term if not more frequently depending on need.

## What support will we bring in to help us meet SEN

- We have support from specialist teachers who have particular experience in for example Autism, Hearing Impairments, Visual Impairments, Severe Learning Difficulties, Complex and Multiple Needs and Down Syndrome, who will come in to school at our request to give advice and work with your child
- We have support from other services who will train our staff to meet the needs of your child:
  - Occupational Therapy
  - Physiotherapy
  - Speech and Language Therapy
  - Education Psychologists
  - Nutritionists
- The pattern of working with outside agencies is similar. We first make a request for support with your help, the agency will then send a member of staff in and often we have an allocated person to our school this helps to build a working relationship which enables us to begin working with your child more quickly. The worker will meet with you, the child, the class teacher and SENDCO and will then make assessments and prepare advice and/or programmes for us to work with. They will set a review date and come in to see how things are going. They may at this stage suggest further work if this is necessary.

## What other activities are available for pupils with SEN in addition to the curriculum

- We have regular educational visits and enrichment activities, including a residential trip in Year 5 and Year 6. All children have equal access to these and we make any necessary reasonable adjustments to allow for inclusion in these events.
- Children with exceptional needs at St Stephen's have access to the SENSORY ROOM on a daily basis.
- Children with exceptional needs at St Stephen's also have access to Ipads and communication boards where required.
- The Children's Centre provides activities during the holidays for children and parents.

## How we support transition

### Starting Nursery

Children will be supported on admission through their key person/class teacher/SENCo.

### Starting Reception

When children enter the primary school in the Reception class we work with the Nursery team to ensure that each child is prepared. There will be an individual programme developed which will include visits to their new school, visits to their current Nursery by their new teacher and meetings between key staff and parents. A staggered entry may be suggested to support this.

### Mid-Phase Admissions

When children are admitted Mid-Phase - that is children entering school at other times - schools exchange information with regard to SEN and we ensure that where necessary children will be given support to make the transition.

### Starting Secondary School

We will help parents in making decisions about Secondary School placements and ensure that timely information is given to help this process. We will work with children with SEN and their new schools early on to ensure that a smooth transition takes place.

## How additional funding works

Following a programme of intervention by the school, including recommended interventions by any external agencies, if a child is still not making the progress we feel they might be able to with additional adult support, then we may discuss the option of applying for an Education, Health and Care Plan. This is a process that involves the support of the Borough. Should we feel that this is necessary for your child's ongoing development, we will support you throughout the process.

*Details of how to apply for this are available on Newham Website.*

## Where pupils can get extra support

- Pupil views are important and they are able to share them through the Pupil Survey.
- In school, the Learning Mentors and the Special Educational Needs and Disability Co-ordinator [SENDCO] will follow up concerns raised by pupils.

## Where parents / carers can get extra support

- There are parent support groups available, e.g. Parent Partnership [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)
- The Newham Local Offer Website can be found here:  
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

## What to do if you are not satisfied with a decision or what is happening [for parents]

- The first point of contact should be either the class teacher or the relevant SENDCo. Explain your concerns to them first.
- If you are not satisfied that your concern has been addressed speak to the Assistant Head Teacher for Inclusion.
- Further to this you can speak to the Headteacher.
- If concerns still exist, then ask for the school governor's representative.
- If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- If your concern is with the local authority follow a similar path. The people who will log and track your complaint are the Head Teacher, the AHT for Inclusion or the SENDCO.

- Newham has designated Special Education Needs Officers for your school who would be the first point of contact in the event that you are not happy with how things are going.
- The Parent Partnership provides independent information and advice.  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

### Contact details for the SENCo

- Nursery SENCo - Emilie Johanson - 0208 471 1366
- Primary SENCo - Esther Williams - 0208 472 7575
- AHT for Inclusion - James Frecknall - 0208 472 7575