



St. Stephen's School
and Children's Centre
Learning for Life

Federated Special Educational Needs and Disability Policy

[SEND]

	Date	By	Role	Ratified	Date
Version 1	February 2012	Sheena Kelly	SENCO	Governing Body	Spring 2012
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Version 3	May 2015	Alex Smith Sheena Kelly	Inclusion Manager/ SENCO	Governing Body	Summer 2015
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Version 5	January 2018	Chetan Patel James Frecknall	Inclusion Manager/ SENCO	Governing Body	Spring 2018
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Version 7	January 2023	Esther Williams Tess Brown	Inclusion Manager SENDCo	Governing Body	Spring 2023
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[Article 23 \(The UN Convention on the Rights of the Child\): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence to play an active part in the community...](#)

Please see Teaching & Learning and Staff Handbook for further information.

St Stephen's Primary School **Special Educational Needs Policy**

Introduction

Our guiding principle is one of Inclusion and we aim to provide High Quality Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support, including Educational Assistants, Learning Mentors, the SEND Manager and Pastoral Manager. We aim to identify and break down barriers to learning so that all our pupils experience success. We are therefore committed to the notion of equality of opportunity for all members of our community, regardless of issues of race, belief, disability, sexuality, gender or class.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015.

Principles

- We value all children in our school equally.
- We believe that all children can achieve, and we provide an ambitious curriculum for all, including those with special educational needs and disabilities.
- All pupils are entitled to a broad and balanced curriculum, which is differentiated to support them to overcome barriers to learning and meet their individual needs and abilities.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential - we have high expectations for everyone.
- We believe that high quality teaching benefits all children, including those with special educational needs.
- Additional intervention and support cannot compensate for High Quality Teaching
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND through removing barriers to learning.
- To ensure that every child has his or her individual needs recognised and addressed through High Quality Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in activities alongside pupils who do not have SEND.
- To guide and support all federated staff, parents and governors on SEND and provide strategies to support all students.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Inclusive Education

Newham has a policy for Inclusive Education, which over time will ensure that all children learn together in mainstream schools. The majority of pupils identified as having a special need or a disability will be allocated a place within a mainstream school. It is expected that the learning environment provided will be one that encourages everyone to be treated with respect. Support and programmes may be implemented for key children where difficulties are evident.

Inclusive Education will be achieved at St Stephen's Federation of Schools in a number of ways -

To ensure that our school is able to meet each child's Special Educational Needs the school employs:

- One Assistant Head Teacher as an Inclusion Manager.
- Two Special Needs and Disabilities Co-ordinators (SENDCO)
- One SEND Specialist Teacher.
- Two SEND Managers
- One Pastoral Manager, who has been awarded the Level 3 Child Counselling award.
- In the Primary School, 10 full-time and 5 part time Education Assistants (EAs) and 5 Nursery Nurses.
- In the Nursery school, 6 senior support staff, 6 full-time Nursery Nurses, 7 part time nursery nurses 6 of whom are trained as SEND and Speech and Language specialists who run daily interventions to meet children's needs.

- Across the Federation, 8 Higher Level Teaching Assistants (HLTAs) (5 full time/2 part time)
- Our Federation with the Maintained Nursery enables more effective transitions for those pupils with SEND and the sharing of good inclusive practice.

Children with SEND will be working alongside their peers wherever possible. Class teachers and non-teaching staff will be supported through ongoing external and school based training to develop skills and knowledge in special educational needs. Both with classroom and school social situations we recognise the importance of supporting children with any need to extend and/or support their learning and include them in all aspects of school life.

Equal Opportunities and Admissions

The school supports the admissions policy and advice from Newham on Inclusive Education, and therefore has a commitment to the admission of children with Special Educational needs or a physical barrier to learning, whether those children have or do not have a statement of their particular need. (See School Admission Policy)

Definition of special educational needs (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and

punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through this. This may include appropriate scaffolding of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENDCO to assess whether the child has SEND. The SENDCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place - SEND Support. High Quality Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

To ensure that a child's needs are being met we use Support plans. Those children on an EHCP and / or SEND support will have a plan. The class teacher will develop SMART targets, including advice from the SENDCO, external agencies and the statutory provision detailed in their EHCP. These will be reviewed, formally, three times a year and appropriate new targets set. Children on the SEND register will have specific needs identified and if appropriate, will be included in intervention groups.

Interventions

These will follow the assess-plan-do-review model and will be regularly monitored for effectiveness and adapted where necessary to continue to meet the needs of the children. Furthermore the class teacher, phase leaders and SLT will monitor the child's progress closely through termly assessments [See Assessment Policy]. This will also be built into class teacher's pupil progress meetings. Interventions will be monitored by the Assistant Head for Inclusion to ensure progress is being made. Each intervention will have a clear entry and exit policy and will be linked to assessment. Class teachers and the SENDCO will be part of the review and planning.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

In addition a small number of children may need further support and an EHC Plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older prepare them for adulthood. If, after due consideration of the provision and needs of the child, it is felt that an EHC Plan would be helpful the school will liaise with the relevant authorities and the parents to request a plan.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting the needs
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet regularly with the SENDCO and conduct visits to the school on a planned programme.

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely and meet regularly with the school's SENDCO and Inclusion team.
- to seek out and share best practice with the Local Authority and other schools.

SENDCO

The Special Needs Co-ordinator is Eluned Williams. The Deputy Head for Inclusion (Nursery) is Janet Patterson. The Assistant Head for Inclusion (Primary) is Rebekah Finlay.

- To inform the Leadership team of progress and ways forward
- To develop innovative practice across the school
- Monitor the quality of provision and outcomes of Inclusion support
- Manage and provide continuing professional development of key support staff

- Organise reviews and provision for children with Exceptional Needs
- Keep up to date registers for Special Needs and monitor other Inclusion registers
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- Leading, training and guiding Educational Assistants in the delivery of quality support for inclusion
- To strategically develop inclusive practice across the school
- To manage seamless transition from home, through the children's centre and school to year seven
- To liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented.

Teachers

- to provide High Quality Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND.

Higher Level Teaching Assistants/Learning Mentors

- To assist in identifying and impacting upon "barriers to learning"
- To work with a pupil or group of pupils to remove or reduce the effect of any type of barrier, which they may face, which will help to reduce the numbers of children excluded from school, placed on the code of practice or truant
- To monitor wellbeing across the school and meet on a regular basis with the wellbeing team, the SENDCO, Behaviour Coordinator, Assistant Headteacher for Inclusion and Headteacher

Education Assistants

- to support pupils with their learning under the direction of the class teacher and the SENDCO, implementing strategies recommended by the teacher, SENDCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENDCO on the progress of the pupils with whom they work to inform planning and review

Access to the curriculum and Support

The school can, where necessary, modify the Early Years and Foundation Stage and National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. In the school this may be extended to be part of a small group, or 1:1 within the classroom. When necessary we also support learning through the guidance and advice from appropriate external specialists. In such cases, teachers work closely with these specialists to support the child. Further modifications can take place for any child with SEND and all reasonable adjustments will be made to allow for full inclusion.

Interventions

At St Stephen's the Assistant Head teacher for Inclusion, SENDCO, Phase Leaders, and Leadership team identify suitable interventions for the needs of the children across the school. These interventions are monitored throughout the year so that children receive the best and most relevant support and education to meet their needs. Some interventions carried out at St Stephen's are:

- **Targeted Classroom Support** - full-time and part-time support to enable children to access fully the classroom curriculum
- **Core curriculum groups:** covering Reading, Maths, Writing and Spelling. These groups are set up according to needs identified from assessment data.
- **Mentoring** - for groups or individuals who need to overcome barriers to their education. Children are seen for a 3 week period and then are reviewed after a three week break in mentoring. This can be in class or out of class mentoring, depending on the child's need.
- **Blossom Hub** - some pupils with higher levels of need attend bespoke lessons for in the Blossom Hub. In this setting, they receive a broad and balanced curriculum that supports them to develop social skills, speech and language skills and basic literacy and numeracy skills tailored to their strengths and interests.
- **Speech and Language interventions** - these include Attention Autism, Box Clever, Zones of Regulation, Colourful Semantics, LEG Language groups as well as Lego Therapy.
- **Enrichment Groups** - this includes SEND swimming lessons, Enrichment Art and Music.
- **Sensory room sessions** - to support pupils in their emotional regulation and personalised targets.
- **Outside Agency interventions** - run for individuals based on advice and programmes recommended for children.

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

How St Stephen's School evaluates the effectiveness of its provision for pupils with SEND

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. 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 of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The school has an open door policy and parents are able to come to discuss their child's difficulties at any time whilst formal meetings are offered regularly when parents are invited to discuss their child's progress and develop clear future learning goals. These include Parents Evening, SEND reviews & SEND Parents Forums.

We will always tell parents when their child is receiving help for their special educational needs and will involve them in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in their education and if parents have concerns their first port of call should be the class teacher.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged wherever possible to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

Assessing and Reviewing - Children with SEND

- Supported by the SENDCO, the class teacher will review the individual child's learning programme and set new targets for the term
- Impact of the children's progress with and without support will also be reviewed and tracked to see what effect the support is having on the children's learning
- The targets set are simple, measurable and achievable, with resource implications identified and a clear timescale for achievement of targets to be set. The SEND Register will be written in collaboration with all adults involved with the children and these will be discussed and reviewed with the children. Meetings are available three times a year for each child on the SEND Register, where the child's parents, class teacher and SENDCO review their progress.
- Reviews for children with EHC Plans will take place towards annually in line with their EHCP issue date. These will review progress, provision and support for each child. All agencies and parents will be invited 2 weeks prior to the meeting date, along with the review papers. Targets, strategies and support will be amended and the final papers will be sent to the borough to be reviewed.

How St Stephen's School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher, Headteacher and Deputy Headteachers, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

Pre-key Stage Standards are used to assess pupils working significantly below their peers and track their progress in small and measurable steps. These steps inform the targets that are incorporated into their support plans.

Federation SEND Team Partnership

- enables the sharing of good practice
- effective transitions for pupils with SEND
- Our federated SEND team work together to create successful procedures for recording and planning strategies for key pupils and to enable smooth transitions
- a shared vision for Inclusion
- supporting and resourcing differentiation for all pupils

Links with other agencies

Direct referrals can be made to the Speech and Language Team, individual borough teams for specific needs, and to the Education Psychology Department.

The SENDCO makes referrals, guides, informs and liaises with regard to children's needs. This effective partnership with all stakeholders enables the school to maintain high standards for children with special needs. We offer a range of additional services, which contribute to the learner's capacity to be healthy and safeguard vulnerable groups.

The SEND team liaises frequently with a number of outside agencies including:

- Social Services
- Education Welfare Service
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupation Therapy
- Music Therapy
- Education Psychologist
- Translation Services (internally and externally)
- Family Support Service
- Secondary Schools
- Nursery extended day service
- BSS (Behavioural Support Services)

The LA Special Needs Support Service provides specific information, shares resources and provides in-service training where appropriate. Specialist, direct teaching from this service is used, for example to support children with hearing impairments etc.

Parent/Carers are always informed if there are any plans to involve an outside agency with their child.

Evaluating Success

This policy will be deemed to be successful if all staff follow the criteria for placing children on the SEND registers and then reviews of progress are followed. This will be through the day to day assessment of marking and observations and the formal attainment tests each year group are given to form an understanding of the Early Years Foundation or the National Curriculum levels a pupil is working at or towards.

All staff should be familiar with the routes and stages to take when placing a child on the SEND register. Parents will also be familiar with the routine of reviews, use of the SEND register and progression of their own children's achievements in school.

Pupil progress will have been enabled through target setting and good liaison systems between school, home, external agencies, the LEA and the pupil. This should make for an informative and good path for communication. Whereby, the best service is being sought to support the young person and her/his family.

More formal established tracking systems in school will also be used to collect data to analyse success. Children's attainments in support groups and class will be monitored closely.

Complaints

If at any time the parent/carer is dissatisfied with the level of support being given to their child, there are several options:

1. Make an appointment with the class teacher and/or the SENDCO when any misunderstandings or concerns can be discussed
2. If the parent/carer is/are still not satisfied, then an appointment may be sought with the AHT for Inclusion
3. Finally, if this fails to resolve the matter, a complaint may be put to the LEA.

Complaints about the Inclusive provision in the school should be directed to the Head Teacher and Link Governor who will discuss the issue with the relevant people concerned.

Complaints made in relation to EHC Plans and provision given by that plan, should be directed to the LA.

INSET and training

Training for staff is ongoing at St Stephen's. We recognise the wealth of experience all teaching and non-teaching staff, and pupils have to offer as many children have been attending St. Stephen's School and Children's Centre with a variety of needs. It is from this wide experience that we can both draw upon and expand our current practice whilst providing relevant, practical guidance for colleagues, staff and parents.

School meetings enable staff to voice concerns and to share ideas and expertise. We also recognise the need to contact professional groups and agencies for assessment, evaluation and advice. Likewise, in our resourcing the needs of children across the school, we aim to continue training, updating and furthering current practice and thinking.

The school aims to provide inclusion training for all staff regularly through the academic year and utilise the expertise of outside agencies. Key inclusion coordinators attend Local Authority training as well as out of borough training. The school will provide staff with opportunities to attend training with regards to inclusion.

Resourcing and Staffing

The school has a firm commitment to ensure the entitlement of all children to receive full and meaningful access to all educational and social opportunities as far as possible. In order to achieve this, the school budget for inclusion is used in a way to facilitate the equality of access for each child, as well as ensuring that their full potential can be met. The SENDCO, Inclusion Manager and Headteacher will be responsible for devising a plan to present to Governors on an annual basis.

Our target is to maintain and extend existing school resources, many of which are located centrally. After consultation with key staff it will be necessary to evaluate and extend the use of resources throughout the year. The aim will be to support all core curriculum areas and then the foundation subjects. This will provide children with greater opportunities to access the curriculum.

For children with severe learning difficulties or disabilities, we aim to continually support the needs of pupils to the best of our ability. This includes the use of the Blossom Hub, a Sensory Room, Sensory Garden, and Eco-garden within the school as well as accessing other facilities in the local area.

St Stephen's School's Local Offer

Further information on St Stephen's School's arrangements for supporting pupils with SEND can be found in the school's SEND Information Report.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Equality Act 2010

Education Act 2011