



**St. Stephen's School
and Children's Centre**
Learning for life

SEND Information Report

Implementation of the SEND policy at St Stephen's School and Children's Centre

This document summarises our school's SEND policy, vision and ethos and describes how it is implemented within the school. It has been created in accordance with section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

Version	Date	By	Role	Ratified	Date
1	March 2022	Esther Williams	AHT for Inclusion	Leadership	March 2022
2	January 2023	Esther Williams	AHT for Inclusion	Leadership	January 2023
3	January 2024	Esther Williams	AHT for Inclusion	Governing Body	February 2024
4	November 2024	Rebekah Finlay	AHT for SEND	Governing Body	November 2024
5	September 2025	Rebekah Finlay	AHT for Inclusion	Governing Body	December 2025

“When inclusive education is fully embraced, we abandon the idea that children have to become 'normal' in order to contribute to the world. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realise the achievable goal of providing all children with an authentic sense of belonging.” - Norman Kunc
 (1992) *The need to belong. Rediscovering Maslow's hierarchy of needs*

1. The special educational needs for which provision is made at the school

Ensuring that all children can achieve is a shared vision and responsibility at St. Stephen's Primary School, and the notion of overcoming all barriers for learning for all children is embedded throughout the curriculum and learning environment. Across the Primary school and Maintained Nursery, a range of needs in all areas of SEND have been identified, considered and catered for. Our current Federated SEND figures (Autumn term 2025) are as follows:

Federated SEND overview 2024-2025				
Total number of pupils on SEN register in St Stephen's Nursery: 26 = 13.6%				
Total number of pupils on SEN register in St Stephen's Primary: 93 = 14.8%				
Area	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental health	Sensory and Physical Needs
No. of pupils in Nursery	20	0	4	2
No. of pupils in the Primary School	69	4	8	8
Total number of pupils in receipt of block funding in St Stephen's Nursery: 9				
Total number of pupils in receipt of Higher Needs Funding in St Stephen's Primary: 24				

The nature of this document is dynamic and is updated in response to the addition and removal of children on the SEND register throughout the year.

2. Identification

At St. Stephen's Primary School, we pride ourselves on our inclusive ethos that 'all children can.' This refers to all children, whether or not they are included on our SEND register. Our SEND policy details the process of identifying whether a child has special educational needs, and if so, determining the approaches and support needed to meet their particular needs. Our school adopts the graduated approach of 'assess, plan, do, review' in order to ensure a thorough assessment of a child's needs, and a proper evaluation of the provision and strategies that have been implemented thus far to ascertain their effectiveness in supporting and scaffolding learning. This process is overseen by the school's SENDCo Eluned Williams and is utilised across the federation for all pupils who are presenting with difficulties in accessing the curriculum. The process is repeated within a layered approach, so that more bespoke and specific strategies are created at each level, to ensure that the identification of and support for a special educational need is addressed and the barriers to learning removed. This graduated approach is a collaborative initiative, with the SEND team working closely with the class teacher and parent, whilst also seeking advice from support services such as Speech and Language, Therapy and Language, and Communication and Interaction Services where necessary.

3. Admission

St. Stephen's is an inclusive school. Children with SEND have the same admission opportunities as all pupils. Please see the admission policy for more information. The mid-phase admission process is completed over an extended period of time, ensuring that all children are given full opportunity to settle in and become accustomed and comfortable with day-to-day school life. A full breakdown of the mid-phase admission structure can be found within the mid-phase admissions policy. Systems in place for a child currently on the SEND register include a parent meeting with the SENDCo and SEND teacher, liaisons with the SENDCo at the child's previous school to gather all necessary documentation and information, a tour of our Blossom Hub provision and key areas including the sensory room and sensory garden, and a settling in child led programme of activities to be completed over 2 terms with a learning mentor. Children with an Educational Health Care Plan in place are given an opportunity to transition into the classroom through the Blossom Hub transition programme, working with the specialist SEND teacher and specific educational assistants whilst they become comfortable in their new environment. However, each admissions process will be different in order to accommodate each child's needs effectively.

4. Provision

In the Primary School and the Maintained Nursery, high-quality teaching is at the heart of provision for all our pupils. Additional scaffolds are used within the classroom such as concrete and pictorial resources, differentiated learning activities, and use of additional adults to support key pupils where necessary. In circumstances where pupils require further support, our bespoke Blossom Hub provision allows pupils to access the curriculum in a small group setting with a specialist SEND teacher. Here, children across the federation are given support in English and Maths learning alongside other foundation subjects. A thematic approach is utilised using core books and props to engage and stimulate the children in their learning.

5. Evaluation

Continuous evaluation of the effectiveness of the provision for children with special educational needs ensures flexible and adaptable teaching which is responsive and enables pupils to progress towards individual targets. Robust monitoring is in place across all areas of the curriculum. Evaluation and monitoring occurs through:

- SEND provision on year group planning
- Individual planning for children with EHC Plans
- Lesson observations with the Head Teacher, Deputy Head Teacher, SENDCo and Assistant Head Teachers
- SEND Deep Dive Annually
- Monitoring of class books
- Monitoring of individual record books for pupils with EHC Plans

Collating the evidence from this thorough evaluation process enables clear identification of trends and actions to inform next steps.

6. Assessing and reviewing progress

Our School's Assessment policy outlines the structure of formal and informal assessments at different points during the school year and at various stages throughout our children's primary school journey. At St Stephen's we value ongoing formative assessment through reflections of lessons and planning, marking children's work and oral feedback within lessons. Evaluation and monitoring processes (outlined in section 4) also provide a tool for assessing pupil progress. Alongside whole class assessments, an additional cycle of SMART target setting and reviewing is in place for

children on the SEND register. SMART targets are created in collaboration with the child, parent, teacher and SENDCo to ensure that they are specific, measurable and achievable by the pupils with the appropriate level of support. Children who are unable to access curriculum related assessment criteria are assessed using the engagement model assessment tool. These assessments are carried out termly by the class teacher and the SENDCo, and a summative report is created at the end of each year. This enables thorough assessment of all pupils across the Federation.

7. Teaching and learning

High quality teaching and provision is at the heart of St. Stephen's Primary School and Maintained Nursery and our core values are underpinned by the notion of a broad, balanced and fair offer for all. As part of daily and weekly practice and planning, teachers are required to provide additional strategies, scaffolds and support to ensure all children in the classroom are able to work appropriately towards the learning objectives. Effective scaffolding comes in the form of writing and speaking frames, visual aids and concrete resources alongside adapted timings and movement breaks for key individuals and educational assistant support. A range of resources and learning scaffolds are used within the classroom; additional adults are available to translate and support; core vocabulary and communication boards support conversation; and a range of differentiated activities and sensory equipment are used to scaffold learning objectives. Teachers collaborate with the specialist SEND teacher for guidance and to develop effective methods of practice. Planning incorporates the following elements: Intention, Implementation and Impact, whereby 'Impact' involves an ongoing cycle of reflection and evaluation to ensure practice is current, effective and meeting the needs of all pupils.

8. Adaptation of the curriculum and learning environment, including the physical environment

Across the St. Stephen's Federation, arrangements and adjustments are made to ensure that the environment and curriculum is accessible to all children. Our bespoke Blossom Hub provision provides a range of teaching and learning scaffolds and a higher ratio of adults to children to support pupils with more complex needs. Our physical environment promotes physical development for all pupils. Soft outdoor play areas, safe climbing frames and climbing walls, and a sensory garden ensure that our outdoor curriculum is accessible to all. Specific physical education lessons for children with special education needs supports the physical development of key pupils through a range of practical and challenging activities in a safe environment.

9. Accessibility, equipment and facilities

In conjunction with adaptation of the curriculum and learning environment, the following specific accessibility measures, equipment and facilities are in place at St. Stephen's Primary School and Maintained Nursery to ensure that the environment can be inclusive to all:

- > Lift
- > Disabled toilet
- > Medical room with medical bed
- > Sensory room
- > Sensory garden
- > Blossom Hub
- > Nursery Intervention Room
- > Fire chairs for key pupils
- > Large print text to support pupils with Visual Impairment
- > iPads to support pupils with Visual Impairment and Dyslexia

10. Additional support

Educational assistants and Nursery Nurses provide additional support for key pupils under the guidance of the SEND team. Where necessary, the SEND manager along with learning mentors engage in 1:1 sessions and focus groups. In addition to high quality teaching and learning within the classroom, a range of interventions target speech and language, social, emotional and mental health, and sensory and fine and gross motor needs. A timetable of support groups across all years from the Maintained Nursery to the end of Key Stage 2 operates on a weekly rotational basis and adults leading these groups are provided with regular training to ensure practice is relevant and purposeful. Some of these interventions include Speech and language therapist recommendations such as Lego Therapy, Bucket Group (Attention Autism), Box Clever, Zones of Regulation, Colourful Semantics and Language Enrichment groups. Enrichment opportunities through gardening, music, art and dance for key pupils on the SEND register enhance their broad and balanced learning experience.

11. Equality for all

Advance Equality of Opportunity between those people who share a protected characteristic and those who do not - Equality Act 2010

As a fully inclusive school, we ensure equity of access to education and promote a fair and broad offer for all children, ensuring achievement and attainment in all areas of the curriculum, putting additional measures in place where necessary for those with

SEND to remove barriers to learning. Our Equalities policy and our accessibility plan outline all processes put in place to ensure equality for all. In regards to SEND, ensuring equality is essential in line with our school inclusivity ethos and it is done in the following ways:

- Equity embedded into the curriculum with a focus on celebrating differences and diversity
- A belief across the Federation that every child 'can'
- Additional visits and parent forums and workshops for SEND pupils
- Differentiation for key pupils with identified SEND needs and EHCPs
- Facilities to enable all disabilities to access the school environment (listed in section 9)
- A fair admissions process (detailed in the admissions policy) to ensure all children are given equal opportunity to access the St Stephen's Primary School and Maintained Educational offer wherever possible
- An enhanced transition programme for all pupils on the SEND register from entry to the Maintained Nursery up until Secondary School transition
- Pupil progress meetings to ensure staff accountability for pupil progress
- Termly target setting for all pupils on SEND register, ensuring bespoke, specific targets are set and progress is made
- A rigorous ADPR system for investigating and identifying needs in pupils and ensuring all children are considered at all times

12. Support for Social, Emotional and Mental Health (SEMH)

Awareness of children's Social, Emotional and Mental Health is recognised as a key aspect of an effective SEND team at St Stephen's Primary School and Maintained Nursery. The SEND team works in collaboration with the Safeguarding team and learning mentors to ensure that any SEMH needs are addressed, and key pupils are supported in all aspects of their learning and interactions within the school day. Regular 1:1 pupil wellbeing meetings provide an opportunity for direct communication and support. Whole class awareness of SEMH is provided through our holistic PSHE curriculum and classrooms are adapted and differentiated for children who face SEMH barriers to their learning. Safe spaces and sensory resources alongside learning breaks are used to support key pupils, and interventions and enrichment groups such as Zones of Regulation and Gardening for Mental Health are used to further support outside the classroom. The CAMHS in schools service provides guidance and support for teachers within the school.

13. Advice and support services

St Stephen's Primary School and Maintained Nursery works in collaboration with a range of available services throughout the borough, seeking guidance and support in assessment of pupils, teacher training and target reviewing. In addition, the school also engages with agencies providing enrichment opportunities such as spoken language, art, music and dance. The following agencies work closely in collaboration with the school:

SALT - Speech and language therapy

CNDS - Complex Needs and Dyslexia Services

CDS - Child Development Services

LCIS - Language Communication Interaction Services

BSS - Behaviour Support Service

CAMHS - Child & Adolescent Mental Health Services

Little Talkers ,Little Champions

EP Newham services - Educational Psychologist

VI Specialist teacher- Visual Impairment

Kazzum Arts

Dot Dot Dance

For further support and information, please see a list of useful websites on our Inclusions link page:

<https://www.st-stephens-primary.org.uk/information-1/inclusionlinks/>

14. Continued Professional Development (CPD)

At St. Stephen's Primary School and Maintained Nursery, we pride ourselves on a continual cycle of learning and review as educators and facilitators. Our vast continual professional development programme ensures that our practice remains outstanding, purposeful, impactful and in line with current thought within the global education system. This is of paramount importance in terms of providing an outstanding offer for our children with SEND. A range of CPD opportunities are provided to ensure our teachers are equipped with the most appropriate tools to support the needs within their classes include:

- Specific training for SENDCo role
- Federated staff training on Speech and Language strategies including interventions
- Bespoke EA training on delivering, tracking and assessing SEND interventions
- Training days for all support staff on all four areas of SEND
- Specialist SEND teacher and class teacher collaboration and support
- Peer observation

- Team teaching with specialist SEND teacher
- All staff to observe the Blossom Hub provision
- Specialist SEND teacher observes in all classes and suggests strategies to support
- SENDCo surgery for 1:1 teacher meetings, advice and support
- Open door policy with SENDCo and AHT for SEND for all staff

15. Parents, children and community

All decisions concerning any child at St. Stephen's Federation are made in collaboration between the teacher, parent and child. Pupil voice is paramount to ensure children's needs are identified and support is implemented. To ensure a collaborative approach, parent forums are held each term providing the opportunity for open discussions and concerns to be raised. Termly 1:1 parent and SENDCo meetings are available for all parents and carers of children on the SEND register following the sharing of updated individual pupil plans detailing targets and provisions each term. Annual reviews are held for parents and teachers of pupils with EHCPs where the plans are reviewed and are adjusted and adapted to meet the current needs of the pupils. Additional performances and workshops are held for pupils with SEND to celebrate their progress and communicate their learning to the parents, and an open door policy is in place for all parents.

All complaint procedures are dealt with in line with our Complaints Policy. Please refer to the Complaints Policy for more information. This can be found on the school website under Policies.

16. Governing body

As stated in the St Stephen's Federation Governance information (available on the website), the purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational performance and progress. Ensuring accountability for all pupils on the SEND register through staff performance and system organisation enables all working parties to collaborate towards a shared vision that all children are given the best opportunities to succeed, achieve and develop.

All staff-related complaints and concerns are escalated to the leadership team who consult with the governing body as appropriate to ensure effective actions are put in place.

There is a dedicated parent link governor for Inclusion and SEND.

The role of the link governors is to ensure SEND provision is of the expected St. Stephen's standard, reviewing practice in place and providing professional dialogue and challenge to enhance continual professional development and an ethos of reflection. More information regarding the roles of the governors can be found in the *Governance* section of the website.

17. Transition

Ensuring smooth and comfortable for all pupils as they progress through the school is essential to ensure development of the whole child. All children on the SEND register receive the same transition offer as their peers. However, in addition, the following is provided in relation to SEND register pupils:

- Transition home visits at the beginning of the year for all pupils with EHCPs
- Specific transition resource packs for all pupils on the SEND register
- 6 week programme with support staff prior to a transition stage
- 1:1 parent meetings with SENDCo at the start of the academic year
- Series of new parent meetings of children with SEND needs in Nursery
- Home visits for key children pre Nursery admission
- Meetings with Secondary School SENDCos
- Collaboration with Secondary School SENDCos during year 6 Annual reviews
- Open door policy for all parents at all times of year
- SEND parent forums specifically linked to transition
- Teacher meetings with SEND specialist teacher
- Teacher of previous year and upcoming year meetings for thorough handover
- Transition programme in the Blossom Hub provision for children who are prone to becoming dysregulated during change
- Key children to spend 6 weeks visiting new environment prior to transition
- Nursery key children to access Reception environment and Blossom Hub provision prior to transition

18. Local offer

Please see below the link to our local offer and Newham borough reports. For further information, please contact the School SENDCo or the Assistant Head Teacher for Inclusion.

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=2>