Central Region Schools Trust

Founded by the RSA

St Stephen's C of E First School

Special Educational Needs Information Report

How we support children with special education needs and disabilities.

'Achieve, aspire and care for one another.'

Welcome to:

St Stephen's C of E First School,

SEND information report.

Areas of special educational need:

- At St Stephen's we want to raise the expectations and the aspirations for all pupils with special educational needs and disabilities, (SEND). We want to operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.
- The special educational needs coordinator and class teachers, work together to carefully provide quality first teaching opportunities for all children with special needs. This is so that they have every chance available to them to make progress.

Areas of Special Educational needs:

The four identified area of Special Educational Needs are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

Welcome to our SEN Information report.

This report can be looked through page by page or use the 'quick links to find answers to a specific question.

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What should I do if I think my child has Special Educational needs?

-There are many people available for you to talk to if you think your child has Special Educational Needs.

-Firstly, speak with your child's class teacher. They will be able to discuss any concerns you may have and seek the appropriate support, as necessary.

-You can also speak to Mrs Barrett who is our access and inclusion lead and SENDCO

-You may also want to talk with your GP and the School Nurse Team.

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How does the school know if a child needs extra help?

We use a range of information to support the identification of additional needs.

These may include:

-Information form parents, children and staff working in the school.

-Information from external agencies including medical information when shared.

-Judgments against National Curriculum.

-Teacher assessments of progress and observations within class.

-Observations.

-Assessments.

- In school tracking, moderation and progress meetings.

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How will both school and I know how my child is doing?

Working together is the best way to support your child. In order to keep you fully informed about your child's progress we may use:

- Termly reports of what provision your child is receiving.
- Parent consultation and meetings with SENDCO if required.
- Parent /teacher/SENDCO discussions and phone calls.
- Informal conversations between parents and school staff.
- Conversations with the child.
- Annual review meeting for children with EHCP's
- Annual school report.
- Regular reviews from external agencies.
- Monitoring within school.

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How will school help me support my child's learning?

-Each term the SENDCO will send you a copy of your child's provision map and a review of how interventions and support has been progressing.

-Your child's class teacher will also be able to tell you how your child is being supported in class and how they are getting on.

-Your child will have three reading books sent home. It is important that you take time to read with your child as reading is the foundation to learning all other subject areas.

-There are also lots of links via the school website for support for your child, e.g. parenting classes and support for your child's particular needs.

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How will the curriculum be matched to my child's needs?

-The school provides High Quality Teaching for all pupils in the classroom. This is the most important part of SEND provision as it enable pupils to get support in class along with their peers.

This can take the form of:

-Pitching and matching activities to support the needs of the child to allow them access to all areas of the curriculum.

-Allocated support in the classroom.

-Appropriate next steps are provided for the child.

-The School Curriculum is varied and there are opportunities for all children to explore and find strength in other curriculum areas. E.g. Art, ICT.

-There is a wealth of resources and equipment to support all areas of the curriculum, giving all children the chance to access the curriculum at all levels.

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How are resources allocated and matched to children's special educational needs?

-We aim to ensure that all children with SEND are provided for to the best of the school's ability with the available funds.

-We have a team of Achievement Assistants that are spread across every class in school. Where there is a greater level of SEND, we have in some classes, been able to provide two AA's to a class.

-The role of the AA is to offer additional support in class. They provide children with bespoke interventions that have been planned and are directed by the class teacher.

-External professionals are requested to come into school by the SENDCO. This is to carry out further assessments which then inform the child's individual provision map.

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How will the school decide the type of support my child will receive?

- The class teacher and the SENDCo will discuss what they think your child needs. They will decide what support is appropriate, this maybe 1:1 support, small group support or support in class; Quality First Teaching Support. This will then be added to the child's provision map.
- Different children require different types of support in order for them to achieve their full potential, regular reviews of targets, and provision help to identify the child's next steps.
- The SENDCo will if needed refer to external professionals if further assessments are required.
- External agencies include:

Learning Support Team,

Complex Communication Team,

Community Paediatrics Team,

Speech and language Team.

Behaviour Support Team.

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How does the school judge whether the support has had an impact?

-The school regularly monitors and checks children's progress. Reading is checked every three weeks. Provision maps are reviewed at the end of term, or earlier if teachers feel the children need a change to provision.

-Targets are regularly reviewed and assessed but there is a formal review of children's progress every 6 week as part of the school's pupil progress meeting. Children with SEND are discussed and if they need more provision or less this will be when changes can be made.

- Children will be removed from SEND support

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What support will there be for my child's overall well being?

-As a church school we believe that every child is special in the eyes of God. We are a caring, nurturing and inclusive school.

-All member of staff feel that strong relationships with children as individuals is a high priority if the children are to achieve in school. Staff take time in getting to know the children as individuals.

-We have a strong safeguarding team of four who able to support the vulnerable needs of children across school.

-We have a full time Thrive, mental health lead who works closely with individual children to support their emotional needs.

-The school has a fully compliant and ups to date Personal Social Health Education policy as well as a Relationship and Sex Education policy and scheme of work.

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What training have the staff supporting SEND had or what are they having?

- The SENDCO has the Nationally Accredited SENCO award.
- The SENDCO frequently leads continual professional development CPD) for staff. When appropriate outside agencies are asked to come in and offer CPD. (Continued professional development)
- The SENDCO is part of the SEND Co- design team for SEND in the trust and is supported by the Director of SEND from the Trust.
- Since July 2022, SEND provision is quality assured by the Academy Trust. Moving forwards this will happen 2 times a year.
- All teachers in school are responsible for supporting the needs of all of our pupils including those that have SEND.
- All AA's and teachers are supported by the SENDCO in delivering interventions and making adaptions.

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How accessible is the school both indoors and outdoors?

-The school can be accessed by a slope as well as steps. Those children or parents who have mobility issues can access the school building.

-Corridors and doorways are wide enough to accommodate people with mobility issues. E.g., mobility scooters as well as wheel-chairs.

-There is a disabled toilet in school for any person to access.

-The School is only on one level and has not upper or lower floors.

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How are parents involved in the school? How can I get involved?

-All parents are informed of their child's provision for SEND every term. Sometimes this provision is increased if children need more regular support. Parents are informed and involved in every step.

-Parents are encouraged to get involved by supporting their child's needs at home. This can include:

-supporting reading,

-maths tasks,

-other learning tasks that might have been set by the child's class teacher.

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How do children contribute their views about their support and who can help them?

-Children are always encouraged to talk about their learning and express their views at all stages of their school life. The school actively encourage this.

-The SENDCO also carries out audits of SEND provision. During these audits SEND children are asked about how they feel about their learning and what levels of support they receive.

-All children especially those with SEND know who can help them in school with both their learning and emotional needs. In most cases this will be the adults that the children work with in their classes.

-The Thrive/Inclusion lead is also a member of staff that might be working with your child. Children are always welcome to talk to her if they are worried or anxious.

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What specialist services are available or can be accessed by the school?

Specialist services that are available or are contactable through school:

-Learning Support Team.

-Speech and Language Therapist's.

-Behaviour Support team: The Beacon PRU

-Complex Communication Needs team.

-Family Front Door.

-Targeted Family Support.

-Child and Adolescent Mental Health Services.

-Parenting Classes: Holly Tree's Children's Centre.

-Community Paediatrics Service.

-Early Years Inclusion Team.

-School Nurse

-School Thrive Practitioner.

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How will the school prepare and support my child when transferring classes or schools?

-For children who have SEND moving classes can be difficult and it is often these transitions that can cause anxiety for some children.

-There is always a transition morning where children can go and visit their next class. These can be increased if the class has a greater need and can include story times with the new class teacher.

-For those children who may find transition even more difficult a transition book is usually set up for the children to use over the summer holiday. This usually has pictures of their new class teacher and pictures of the classroom.

- When transferring to middle school, those children with SEND can have more visits if requested. This can include a visit to the new setting accompanied by their parents.

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Who can I contact for further information or to complain about SEND issues?

-The first point of contact is your child's class teacher.

-We are always happy to arrange a meeting with the SENDCo.

-Complaints about the management of SEND: In the first instance this will need to be the Principal, Sarah Callanan.
-If the complainant feels that they need to take this further then a complaint would need to made in writing to the Chair of Governors, Mrs Vicky Jackman

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The Local Offer:

- In addition to the school's SEND offer please follow the link below to see Worcestershire's Local Authority Offer.
- localoffer@worcschildrenfirst.org.uk
- SEND Local Offer website
- You can also contact Worcestershire County Council through the contacts below:
- send@worcestershire.gov.uk
- SEND services at Worcester: 01905 84600

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SEND contact details:

Write to:
St Stephen's C of E First School,
Mabey Avenue,
Redditch,
B98 8HW
Telephone: 01527 63911

Email: office@ststephensfirst.worcs.sch.uk

Principal: Mrs Sarah Callanan
Vice Principal and SENDCO: Mrs Sarah Barrett

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