John 13:34 **'Love one another, as I have loved you'**

St Stephen's
CE Primary School

SEND Policy and Information Report

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1. Aims

At St Stephen's CE Primary School, we believe that every child is uniquely created, deeply valued and entitled to flourish within an ambitious, inclusive and nurturing learning community. Guided by our Christian vision, "Love one another as I have loved you" (John 13:34), we are committed to ensuring that every pupil, regardless of need or starting point, experiences success, belonging and high aspirations.

We recognise that inclusion is not simply about providing additional support; it is about creating a culture where every pupil is welcomed, respected and enabled to participate fully in every aspect of school life. We believe that all children should have access to an ambitious curriculum, excellent teaching and meaningful opportunities to develop academically, socially, emotionally and spiritually alongside their peers.

Our approach is founded upon the belief that high-quality adaptive teaching is the first and most important provision for pupils with SEND. Teachers are responsible and accountable for the progress of every child in their class, using careful assessment, responsive teaching and well-planned adaptations to remove barriers to learning before considering additional intervention.

Where pupils require support beyond universal classroom provision, we adopt a graduated approach in partnership with pupils, parents, staff and external professionals. We strive to identify needs early, respond promptly and continually evaluate the impact of provision to ensure that support remains purposeful, proportionate and focused on developing independence.

At St Stephen's we are committed to:

- providing an ambitious, broad and balanced curriculum that is accessible to every pupil
- ensuring every child feels safe, valued and included within our school community
- identifying additional needs as early as possible through robust assessment and collaborative working
- delivering high-quality adaptive teaching that enables pupils to access learning alongside their peers
- working in genuine partnership with parents, carers and external professionals through co-production
- listening to and acting upon pupil voice when planning support and reviewing provision
- promoting independence, resilience and self-confidence through carefully planned support
- ensuring pupils with SEND participate fully in the wider life of the school, including clubs, educational visits, leadership opportunities and enrichment activities
- preparing pupils successfully for the next stage of education and for adulthood through carefully planned transition
- continually evaluating and improving our provision through reflective practice, evidence-informed decision making and professional development

Our SEND Policy and Information Report aims to:

- explain how St Stephen's identifies, assesses and supports pupils with Special Educational Needs and Disabilities
- outline the roles and responsibilities of all members of our school community in securing positive outcomes for pupils with SEND
- provide parents, carers and professionals with clear information about the provision available within our school
- demonstrate our commitment to inclusive education and continuous improvement.

We recognise that every child's journey is different. Rather than focusing solely on barriers, we seek to identify strengths, celebrate success and remove obstacles that may prevent pupils from achieving their potential. Through strong relationships, high expectations and a culture of belonging, we aim to ensure that every pupil is known, understood and able to flourish.

2. Legislation and guidance

This policy and SEND Information Report have been produced in accordance with the statutory requirements set out within:

- Part 3 of the Children and Families Act 2014, which places duties on schools to identify, assess and make appropriate provision for pupils with Special Educational Needs and Disabilities (SEND).
- The Special Educational Needs and Disability Regulations 2014, which outline schools' responsibilities regarding SEND provision, Education, Health and Care (EHC) Plans and the publication of SEND Information Reports.
- The Special Educational Needs and Disability Code of Practice: 0–25 years (2015), which provides statutory guidance on supporting children and young people with SEND through a graduated approach centered upon the individual needs of the child.
- The Equality Act 2010, which requires schools to eliminate discrimination, promote equality of opportunity and make reasonable adjustments for disabled pupils.
- The Children Act 1989 and Children Act 2004, which place safeguarding and the welfare of children at the centre of school practice.
- Keeping Children Safe in Education (current edition), recognising that safeguarding and SEND are closely linked and that children with SEND may be at greater risk of vulnerability.
- The school's Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, and other relevant school policies.

Whilst this policy fulfils statutory requirements, it also reflects St Stephen's commitment to creating an inclusive school where all pupils are able to achieve, participate and flourish. We recognise that effective SEND provision is not delivered through compliance alone, but through high-quality teaching, strong relationships, collaborative working and a relentless focus on removing barriers to learning.

Our approach reflects current national priorities around:

- high expectations for every learner
- ambitious curriculum access for pupils with SEND
- adaptive teaching as the foundation of inclusive practice
- early identification and graduated support
- co-production with pupils, parents and external professionals
- evidence-informed decision making
- promoting independence, participation and long-term outcomes.

At St Stephen's, SEND is viewed as a whole-school responsibility. Every member of staff contributes to creating an inclusive environment where pupils with SEND are supported to achieve academically, socially, emotionally and spiritually alongside their peers.

3. Definitions

At St Stephen's CE Primary School, we recognise that every child develops, learns and progresses in different ways. We are committed to understanding each pupil as an individual, identifying both strengths and barriers to learning, and providing the support necessary for every child to thrive.

What are Special Educational Needs and Disabilities (SEND)?

In accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015), a child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

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

- Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other pupils of the same age in mainstream schools.

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These areas help schools plan appropriate provision but recognise that many pupils' needs may overlap.

Communication and Interaction

Some pupils experience difficulties understanding or using spoken language, communicating their ideas, interacting socially or processing information. This includes pupils with speech, language and communication needs and autistic pupils.

Support may include:

- visual communication
- explicit vocabulary teaching
- structured routines
- communication-friendly classrooms
- advice from Speech and Language Therapy.

Cognition and Learning

Some pupils learn at a different pace from their peers or require additional support to develop English and Maths, memory or organisational skills. This may include pupils with:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Specific Learning Difficulties such as:

- dyslexia
- dyscalculia
- dyspraxia

Support may involve carefully scaffolded learning, adaptive teaching, precision assessment, structured interventions and assistive resources.

Social, Emotional and Mental Health (SEMH)

Some pupils experience difficulties regulating emotions, managing relationships or engaging positively with learning due to social, emotional or mental health needs. At St Stephen's we recognise that behaviour is often a form of communication and seek to understand the underlying need before considering the behaviour itself.

Support may include:

- trusted adult relationships
- regulation strategies
- pastoral support
- emotional literacy
- sensory-informed approaches
- partnership with external professionals.

Sensory and/or Physical.

Some pupils require additional support because of physical disabilities or sensory differences affecting vision, hearing, movement or sensory processing. Reasonable adjustments may include:

- specialist equipment
- environmental adaptations
- sensory supports
- Occupational Therapy programmes
- accessibility adjustments
- medical support where appropriate.

We recognise that not every barrier to learning is the result of Special Educational Needs. Some pupils may experience difficulties linked to wider contextual factors, including:

- attendance
- English as an Additional Language (EAL)
- medical needs
- emotional wellbeing
- safeguarding concerns

- bereavement
- mobility between schools
- family circumstances
- looked after or previously looked after status
- disadvantage or pupil premium
- young carers

These pupils may require additional support, but this does not necessarily mean they have SEND. At St Stephen's, we use a holistic approach to identifying need. Leaders, teachers and pastoral staff work together to understand each child's individual circumstances before deciding whether SEND provision is appropriate. This helps ensure pupils receive the right support at the right time without unnecessarily identifying SEND where other factors better explain the barrier to learning.

Our Inclusive Approach

We believe labels alone do not define a child's needs or potential.

Our focus is always on:

- understanding the individual child
- identifying strengths alongside areas of need
- removing barriers to learning
- promoting independence
- maintaining high expectations
- ensuring every pupil can access an ambitious curriculum.

Through high-quality adaptive teaching and a graduated approach to support, we strive to ensure that every pupil is enabled to participate fully in school life and achieve the very best outcomes possible.

4.1 The Special Educational Needs Coordinator (SENDCo)

Creating an inclusive school is the responsibility of every member of the St Stephen's community. While specific responsibilities sit with particular individuals, effective SEND provision is achieved through collaboration, shared accountability and a collective commitment to ensuring every pupil can flourish.

4.1 The Governing Body

The Governing Body has a strategic responsibility for ensuring that the school fulfils its statutory duties towards pupils with SEND and promotes an inclusive culture where all pupils are able to succeed.

Governors will:

- ensure the school complies with the SEND Code of Practice and Equality Act 2010
- appoint a governor with responsibility for SEND
- monitor the quality and effectiveness of SEND provision across the school
- receive regular reports on pupil outcomes, attendance, inclusion and the impact of provision
- provide appropriate challenge and support to school leaders
- ensure sufficient resources are available to meet the needs of pupils with SEND
- promote equality of opportunity and inclusion across all aspects of school life.

Governors regularly evaluate the effectiveness of SEND provision through reports from the SENDCo, pupil outcomes, attendance information, parental feedback and monitoring activities.

4.2 The Headteacher

The Headteacher has overall responsibility for ensuring that every pupil receives a high-quality education and that inclusive practice is embedded throughout the school.

The Headteacher will:

- work alongside the SENDCo to develop the strategic direction of SEND
- promote a culture where inclusion is everyone's responsibility
- ensure sufficient staffing, training and resources are available
- support staff in delivering high-quality adaptive teaching
- monitor the quality of education for pupils with SEND
- ensure safeguarding and SEND work closely together
- report to governors regarding the effectiveness of SEND provision.

The Headteacher ensures that inclusion remains central to whole-school improvement planning.

4.3 The SENDCo

The SENDCo is Mr. Benjamin Smith.

As a member of the Senior Leadership Team, the SENDCo plays a strategic role in developing inclusive practice across the whole school.

The SENDCo will:

- provide strategic leadership for SEND across the school
- oversee the implementation of this policy
- coordinate the graduated approach (Assess–Plan–Do–Review)
- support teachers in identifying barriers to learning and planning effective adaptations
- monitor the quality and impact of provision through classroom visits, pupil voice, data analysis and Learning Plan reviews
- coordinate Education, Health and Care Plan (EHCP) processes and annual reviews
- work closely with parents, carers and external professionals
- lead staff professional development relating to SEND and inclusion
- oversee the deployment of SEND resources to maximise pupil outcomes
- maintain accurate SEND records
- ensure statutory responsibilities are fulfilled
- support effective transition between classes, key stages and educational settings
- promote pupil voice and parental engagement in decision-making.

The SENDCo works proactively with external professionals including Speech and Language Therapy, Occupational Therapy, Educational Psychology, community health services, Early Help and the Local Authority to ensure provision remains evidence-informed and responsive to pupils' needs.

4.4 Class Teachers

At St Stephen's, class teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND.

Teachers are the first and most important resource in meeting pupils' needs. Teachers will:

- know the strengths, interests and barriers to learning of every pupil
- plan and deliver ambitious lessons using adaptive teaching
- use assessment to identify pupils requiring additional support
- implement reasonable adjustments identified within Learning Plans and pupil passports

- evaluate the impact of classroom adaptations
- work collaboratively with teaching assistants to maximise independence
- contribute to Learning Plan reviews and EHCP annual reviews
- maintain regular communication with parents
- promote high expectations and inclusion for every pupil
- seek advice and support from the SENDCo where appropriate.

Teachers retain responsibility for pupils receiving interventions or additional adult support and ensure this complements, rather than replaces, high-quality classroom teaching.

4.5 Teaching Assistants

Teaching Assistants play a vital role in supporting high-quality inclusive practice. They work under the direction of class teachers to enhance learning and promote independence.

Teaching Assistants will:

- deliver targeted support as directed by the class teacher
- reinforce learning through carefully planned scaffolding
- encourage pupils to think independently before providing support
- contribute observations that inform assessment and planning
- support pupils' social, emotional and behavioural development
- implement programmes recommended by external professionals
- contribute to Learning Plan reviews where appropriate
- promote independence, confidence and resilience.

Teaching Assistants are expected to complement excellent teaching rather than replace it.

4.6 All Staff

Every member of staff contributes to creating an inclusive environment. All staff are expected to:

- maintain high expectations for every pupil
- understand their safeguarding responsibilities
- recognise that behaviour is communication
- promote positive relationships
- implement reasonable adjustments where appropriate
- participate in professional development relating to SEND and inclusion
- contribute to a school culture where diversity is valued and celebrated.

4.7 Parents and Carers

Parents and carers are valued partners in their child's education. We believe pupils make the greatest progress when home and school work together. Parents are encouraged to:

- share information regarding their child's strengths and needs
- contribute to Learning Plans and annual reviews
- attend meetings and review sessions
- support agreed strategies at home where appropriate
- communicate openly with school regarding any concerns or changes.

Our open-door approach encourages regular communication and collaborative problem-solving.

4.8 Pupils

Pupil voice is central to our graduated approach. Where appropriate, pupils are encouraged to:

- discuss what helps them learn
- contribute to Learning Plans
- attend part or all of review meetings
- identify their own strengths and aspirations
- evaluate the support they receive
- develop increasing independence and self-advocacy.

By involving pupils in decisions about their education, we aim to develop confidence, resilience and ownership of learning.

5. SEND information report

5.1 Our Inclusive Approach

At St Stephen's CE Primary School, we believe that every child should experience success, belonging and high aspirations, regardless of their starting point or individual needs. Inclusion is embedded throughout our school and is reflected in our relationships, curriculum, teaching, enrichment opportunities and wider school life.

We recognise that effective SEND provision begins with excellent classroom practice. High-quality adaptive teaching enables the vast majority of pupils to access learning successfully alongside their peers. Additional provision is carefully planned where necessary, but never replaces high-quality teaching. Our aim is to ensure pupils with SEND:

- feel safe, valued and included
- access an ambitious curriculum alongside their peers
- develop independence and confidence
- make good progress from their individual starting points
- participate fully in every aspect of school life
- are well prepared for their next stage of education.

Rather than focusing solely on difficulties, we seek to identify each child's strengths, interests and aspirations, using these to build confidence and remove barriers to learning.

5.2 What SEND Provision Looks Like at St Stephen's

Provision at St Stephen's is based upon a graduated, evidence-informed approach that combines:

- high-quality adaptive teaching
- carefully planned classroom adaptations
- targeted additional support where appropriate
- partnership working with parents and external professionals
- regular review of impact.

Support is personalised according to individual need and may include adaptations to teaching, learning environments, communication, resources, organisation, assessment or curriculum access.

We continually evaluate whether provision is helping pupils become increasingly independent, engaged and successful learners.

5.3 Types of SEND Supported

St Stephen's currently supports pupils across all four areas of SEND identified within the SEND Code of Practice:

Communication and Interaction. Including pupils with:

- Speech, Language and Communication Needs (SLCN)
- Autism
- Social communication differences

Support may include visual communication systems, structured routines, explicit vocabulary teaching, communication-friendly classrooms, Speech and Language Therapy programmes and adapted teaching approaches.

Cognition and Learning. Including pupils with:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- Specific learning needs

Support includes scaffolded learning, precision assessment, CPA approaches in mathematics, structured reading support, assistive resources and carefully sequenced learning.

Social, Emotional and Mental Health. Including pupils experiencing:

- anxiety
- emotional regulation needs
- attachment difficulties
- emotionally based school avoidance (EBSA)
- behavioural needs linked to underlying SEND.

Support focuses upon understanding behaviour as communication, developing trusted relationships, emotional regulation, pastoral support and collaborative working with families.

Sensory and Physical Needs. Including pupils requiring:

- sensory adaptations
- specialist equipment
- medical support
- accessibility adjustments
- Occupational Therapy programmes.

Reasonable adjustments ensure pupils can access learning safely and confidently alongside their peers.

5.4 Identifying Pupils with SEND

Early identification is essential in ensuring pupils receive appropriate support as soon as possible.

Needs may be identified through:

- teacher observations
- formative and summative assessment
- discussions with parents
- pupil voice
- information from previous settings
- safeguarding or pastoral concerns
- advice from external professionals
- Early Years transition information
- attendance and engagement patterns.

Where concerns are identified, teachers work alongside the SENDCo to understand the child's strengths, barriers to learning and appropriate next steps. Identification is viewed as a collaborative process rather than a single event.

5.5 Identifying Needs Beyond SEND

We recognise that not all barriers to learning indicate SEND. Some pupils may require additional support because of:

- attendance
- emotional wellbeing
- safeguarding
- English as an Additional Language
- medical needs
- family circumstances
- bereavement
- disadvantage
- mobility between schools.

Leaders carefully consider contextual factors before identifying SEND, ensuring support is proportionate and appropriate. This holistic approach helps ensure pupils receive the right support at the right time without unnecessary identification.

5.6 The Graduated Approach

Once additional needs have been identified, support follows the graduated approach described within the SEND Code of Practice.

Assess

Teachers, parents, pupils and the SENDCo work together to understand strengths, barriers and current attainment. Assessment information, observations and specialist advice are used to identify appropriate support.

Plan

Together we agree:

- desired outcomes
- classroom adaptations
- any additional provision
- responsibilities
- review arrangements

These are recorded within the child's Learning Plan where appropriate.

Do

Teachers implement agreed classroom adaptations as part of everyday teaching. Additional interventions or specialist support are provided where appropriate. Teaching assistants work under the direction of teachers to reinforce learning and promote independence.

Review

Provision is reviewed regularly through:

- teacher assessment
- pupil voice
- parent discussions
- Learning Plan reviews
- intervention evaluation
- external professional advice.

Support is adjusted according to the impact upon the child's progress, participation and independence.

5.7 Learning Plans

Learning Plans are working documents owned by class teachers.

Rather than acting as records of intervention, they are designed to inform everyday classroom practice. Each Learning Plan identifies:

- the child's starting point
- barriers to learning
- desired outcomes
- adaptive teaching strategies
- reasonable adjustments
- evidence of impact
- review comments
- pupil and parent contributions.

Learning Plans ensure teaching remains responsive to individual need and support the graduated approach.

5.8 Consulting and Working in Partnership with Parents and Carers

At St Stephen's, we believe that parents and carers know their children best and are essential partners in achieving positive outcomes. Effective SEND provision is built upon strong relationships, open communication and genuine co-production. We aim to establish positive partnerships from the earliest opportunity and involve parents in every stage of the graduated approach. Parents and carers are involved in:

- identifying strengths and areas of need
- discussing desired outcomes
- contributing to Learning Plans
- reviewing progress and impact
- annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- transition planning
- decisions regarding referrals to external agencies

Communication takes place through a variety of approaches, including:

- our open-door policy
- scheduled review meetings
- parents' evenings
- telephone conversations
- email communication
- annual reviews
- informal discussions where appropriate

We value parental feedback and actively seek opportunities to improve our SEND provision through consultation and collaborative working. Where appropriate, we also signpost families to external support services, including SENDIASS, the Bury Local Offer and relevant health and voluntary organisations.

5.9 Listening to Pupil Voice

Pupil voice is central to our inclusive practice. We believe pupils should be actively involved in decisions about their education and encouraged to develop increasing independence, confidence and self-advocacy.

Pupils are encouraged to contribute to:

- Learning Plans
- annual reviews
- transition planning
- classroom adaptations
- wider school improvement through pupil voice activities
- discussions regarding what helps them learn most effectively.

Staff use age-appropriate strategies to gather pupil views, recognising that pupils communicate in different ways. Where appropriate, pupils are encouraged to discuss:

- what they enjoy learning
- what they find difficult
- strategies that help them succeed
- their aspirations for the future
- how adults can best support them.

Listening carefully to pupils enables us to continually refine provision and ensure support reflects individual strengths and preferences.

5.10 Assessing, Monitoring and Reviewing Progress

Assessment is an ongoing process and forms the basis of our graduated approach. Teachers continually assess pupils' understanding through day-to-day classroom practice, using this information to adapt teaching and remove barriers to learning. Progress is monitored using a range of evidence, including:

- teacher assessment
- formative assessment
- statutory assessment outcomes
- standardised assessments where appropriate
- PIVATS assessments
- classroom observations
- work scrutiny
- pupil voice
- attendance information
- behaviour and engagement
- Learning Plan reviews
- advice from external professionals

Progress is considered in its widest sense. Alongside academic achievement, we evaluate improvements in:

- independence
- communication
- confidence
- emotional regulation
- attendance
- participation
- engagement
- readiness to learn
- preparation for adulthood.

Where provision is not having the intended impact, support is reviewed and adapted promptly.

5.11 Adaptive Teaching

Adaptive teaching forms the foundation of our inclusive classroom practice. Teachers maintain consistently high expectations for every pupil while adapting teaching to ensure all learners can successfully access the same ambitious curriculum. Examples of adaptive teaching include:

- explicit instruction
- live modelling
- retrieval practice
- chunked instructions
- visual supports
- vocabulary pre-teaching
- scaffolding
- additional processing time
- CPA approaches in mathematics
- flexible grouping
- structured talk through Voice 21
- metacognitive questioning
- sensory adaptations
- assistive technology where appropriate.

Adaptations are carefully planned and informed by assessment, Learning Plans and pupil passports. Additional interventions are used only where they enhance, rather than replace, excellent classroom teaching.

5.12 Additional Provision

Where adaptive teaching alone does not fully meet a pupil's needs, additional provision may be implemented. Additional provision is:

- evidence-informed
- carefully timetabled
- proportionate to need
- regularly reviewed
- focused upon developing independence.

Provision may include:

- Academic Support
- Precision Teaching
- WellComm
- Reading interventions
- Mathematics interventions
- Working Memory programmes
- Precision phonics
- Small-group tuition
- Speech and Language programmes
- SEMH Support
- Lego Therapy
- Trusted adult support.
- Occupational Therapy programmes
- Sensory circuits
- Fine and gross motor programmes
- Specialist equipment

The impact of all additional provision is reviewed regularly to ensure pupils receive the most effective support.

5.13 Working with External Professionals

We believe that effective partnership working strengthens outcomes for pupils and families. Where appropriate, we work collaboratively with:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy

- Community Pediatrics
- Healthy Young Minds
- School Nursing
- SEMH Outreach
- Additional Needs Team
- Early Help
- Social Care
- SENDIASS
- Local Authority SEND Team
- Alternative Provision providers where appropriate.

Advice from external professionals informs classroom practice and is incorporated into Learning Plans, transition planning and provision reviews. The school values collaborative problem-solving and regularly engages in professional dialogue with external partners to continually improve practice.

5.14 Measuring the Impact of SEND Provision

At St Stephen's, we believe that the success of SEND provision should be measured by the difference it makes to pupils' lives rather than the amount of support provided. The purpose of our graduated approach is to enable pupils to become increasingly independent, confident and successful learners who participate fully within school life.

Leaders evaluate the effectiveness of provision through a range of evidence, including:

- pupils' academic progress from their individual starting points
- classroom engagement and participation
- attendance and punctuality
- behaviour and emotional regulation
- increasing independence
- Learning Plan reviews
- intervention evaluations
- PIVATS assessment
- pupil voice
- parent feedback
- learning walks
- work scrutiny
- teacher assessment
- advice from external professionals

Support is continually adapted in response to this evidence, ensuring provision remains responsive to pupils' changing needs.

We recognise that progress for pupils with SEND extends beyond academic outcomes and includes social development, communication, emotional wellbeing, confidence and preparation for future learning.

5.15 Inclusion Beyond the Classroom

We believe inclusion should be evident throughout the entire school day, not solely during lessons. Pupils with SEND are encouraged and supported to participate fully in:

- educational visits
- residential experiences
- clubs
- sporting activities
- musical performances
- worship
- pupil leadership opportunities
- school productions
- fundraising events
- wider enrichment activities

Where necessary, reasonable adjustments are made to enable full participation. We are committed to ensuring pupils with SEND develop a strong sense of belonging and are recognised as valued members of our school community.

5.16 Supporting Emotional Wellbeing

Positive emotional wellbeing underpins successful learning. Our relational approach is built upon knowing pupils well, developing trusting relationships and responding early when concerns arise.

Support may include:

- trusted adults
- emotional check-ins
- regulation strategies
- pastoral support
- restorative conversations
- sensory regulation
- Lego Therapy
- referral to external agencies where appropriate

We recognise that behaviour often communicates an unmet need. Staff work collaboratively to understand the underlying reasons for behaviour and respond with consistency, compassion and high expectations. We maintain a zero-tolerance approach to bullying and actively promote respect, kindness and inclusion throughout the school.

5.17 Attendance and Engagement

Good attendance is essential in ensuring pupils achieve their full potential. The school adopts a proactive and relational approach to supporting attendance, recognising that some pupils with SEND or emerging needs may experience additional barriers to attending school.

Leaders work closely with families to identify and remove these barriers through:

- early communication
- personalised support
- pastoral intervention
- reasonable adjustments
- graduated reintegration where appropriate
- partnership with external agencies

Particular attention is given to pupils experiencing emotionally based school avoidance (EBSA), anxiety or medical needs. Attendance is monitored carefully alongside academic progress and wellbeing to ensure pupils remain engaged with learning and continue to flourish.

5.18 Preparing for Transition

Transition is recognised as one of the most significant stages within a child's educational journey. We therefore plan transitions carefully to ensure pupils feel confident, secure and prepared for change.

Transition arrangements may include:

- meetings between current and receiving staff
- transition visits
- additional visits for vulnerable pupils
- pupil passports
- social stories
- personalised transition plans
- meetings with parents
- information sharing with external professionals
- enhanced transition for pupils with EHCPs.

For pupils transferring to secondary school, the SENDCo works closely with receiving schools to ensure that information is shared promptly and accurately, enabling continuity of support from the first day of Year 7. Where appropriate, pupils with SEND are offered additional opportunities to become familiar with their new setting before transition takes place.

5.19 Working with External Agencies

We recognise the value of collaborative working in securing positive outcomes for children and young people. School works closely with a range of external professionals to ensure provision is informed by specialist advice and current best practice.

These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Community Pediatrics
- Healthy Young Minds
- School Nursing
- Additional Needs Team
- SEMH Outreach
- Early Help
- Social Care
- SENDIASS
- Local Authority SEND Team
- Alternative Provision providers where appropriate.

Recommendations from external professionals are incorporated into classroom practice, Learning Plans, annual reviews and transition planning. The impact of specialist advice is reviewed regularly alongside pupils, parents and professionals to ensure support remains appropriate and effective.

5.20 Accessibility

St Stephen's is committed to ensuring that all pupils can access education, facilities and the wider curriculum. Reasonable adjustments are made in accordance with the Equality Act 2010 to ensure pupils with disabilities are not placed at a disadvantage. The school's Accessibility Plan outlines how we will continue to:

- improve access to the curriculum
- improve the physical environment
- improve access to information for pupils and families.

Accessibility is considered whenever new provision, resources or learning environments are introduced.

6. Monitoring arrangements

At St Stephen's CE Primary School, we are committed to continually reviewing and improving the quality of our SEND provision. We recognise that inclusive practice is an evolving process and that the needs of our pupils, families and community continue to change over time. Through reflective practice, professional development and evidence-informed decision making, we strive to ensure that our provision remains effective, responsive and ambitious for every learner.

The effectiveness of SEND provision is evaluated through a wide range of evidence, including:

- pupil progress and attainment from individual starting points
- PIVATS assessment and small-step progress
- attendance, punctuality and engagement
- behaviour and emotional wellbeing
- Learning Plan reviews
- intervention impact evaluations
- classroom observations and learning walks
- work scrutiny
- pupil voice
- parent and carer feedback
- staff feedback
- annual review outcomes
- external professional reports
- governor monitoring

The SENDCo works alongside the Headteacher, Senior Leadership Team and Governors to review this evidence regularly and identify priorities for further development. Monitoring activities may include:

- lesson visits focusing on adaptive teaching and inclusion
- discussions with pupils regarding their learning experiences
- review of Learning Plans and pupil passports
- analysis of SEND progress and attainment data
- review of attendance and behaviour information
- evaluation of intervention effectiveness

- monitoring of statutory processes, including Annual Reviews and EHCP provision
- review of external agency recommendations and their implementation.

The findings from these activities inform:

- the School Development Plan
- SEND action planning
- whole-school professional development
- deployment of staffing and resources
- curriculum development
- governor monitoring
- future strategic priorities

As part of our commitment to continuous improvement, leaders actively engage with current research, local authority developments and collaborative professional networks to ensure our provision reflects current best practice. Our aim is not simply to maintain effective SEND provision but to continually strengthen our inclusive practice so that every pupil is supported to flourish academically, socially, emotionally and spiritually.

7. Links with other policies and documents

This SEND Policy and Information Report should be read alongside the following school policies and documents:

- Statutory Policies
- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Admissions Policy
- Teaching and Learning Policy
- Assessment Policy
- Curriculum Policy
- Complaints Policy
- SEND and Inclusion Documents

These documents collectively demonstrate how inclusive practice is implemented throughout St Stephen's and support the school's commitment to meeting the needs of all learners.

This policy should also be read alongside the:

- SEND Code of Practice (2015)
- Equality Act (2010)
- Keeping Children Safe in Education (current edition)
- Bury Local Offer
- Sycamore Trust policies and guidance

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